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ABSTRACT

This study investigated the role and status of curriculum workers in Indiana. The first part of this document presents the findings of other studies concerning curriculum workers and indicates the need for more research. The second part details the gathering of information on curriculum workers. In the fall of 1980, a questionnaire, designed to elicit information about curriculum specialists, was sent to all public school superintendents within Indiana. The questionnaire was a followup instrument to a 1968 study on the subject. The first part of the survey form secured data about the school (enrollment size, sociological structure, and organizational structure). The second part provided data on the kind and number of curriculum workers in the schools. Elementary and secondary curriculum workers were categorized into four major groups: general supervisor, subject matter supervisor, special services supervisor, and instructional media supervisor. Data resulting from the survey are presented in tabular form. The two final parts of this report present comparative descriptions based on data obtained in 1968 and 1980 of the role, status, and functions of general supervisors of curriculum and subject matter supervisors. (JD)

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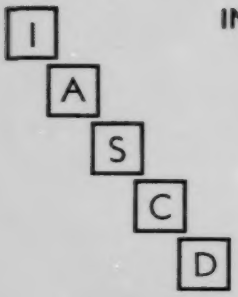
TWELVE-YEAR FOLLOW-UP STUDY: ROLE AND STATUS OF CURRICULUM WORKERS IN INDIANA



INDIANA ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

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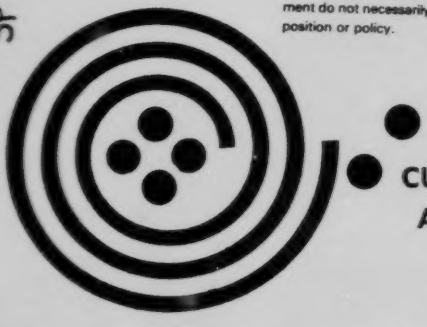

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

SCHOOL OF EDUCATION, INDIANA STATE UNIVERSITY ● TERRE HAUTE

INDIANA ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

The Indiana ASCD was first informally organized in 1923. Since 1965 the association has been based at Indiana State University. Today, membership in the association approaches 600, with almost one-half of that number affiliated with the National organization. The membership of the association includes curriculum directors, supervisors, content specialists, superintendents and assistant superintendents, principals, college professors, consultants, commercial people, elementary and secondary teachers, and students. We are particularly proud that our membership represents a diversity of professionals in all areas of education. Among the association's goals is to sustain professional development that focuses on perceptive, competent curriculum planning and supervision as well as the improvement of instructional practices for children. There are five regional divisions of IASCD which hold annual spring conferences.

Sue Pifer
President

William L. Walker
Executive Secretary

THE CURRICULUM RESEARCH AND DEVELOPMENT CENTER

The Curriculum Research and Development Center of Indiana State University provides school systems the opportunity to secure aid, encouragement, and cooperation in curriculum development projects. It coordinates the participation of University personnel engaged in curriculum work, provides information concerning curriculum development, and initiates and sponsors curriculum research projects. It is the contact point where public schools initiate inquiries regarding curriculum and acts as a vehicle for communication between elementary and secondary schools and the University. Although the CRDC operates as an agency of the School of Education, it represents all departments of the University engaged in curriculum development projects.

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PREFACE

Our society is changing and our schools are struggling to reshape themselves. The "waning of confidence" exhibited by many individuals and social groups in the quality of public school education continues to exist. There is disenchantment with public school education.

Social institutions are organized to perform some function, and individuals are employed by the social institution in order to assist in the accomplishment of institutional goals. Clarification of the role and status of curriculum workers, as special functionaries employed by the social institution to improve the quality of the educational program, then, is of concern to both the educational institution and the employees within.

The present study was undertaken to look, in depth, once again as was done in 1968, at curriculum workers in the state of Indiana. Although we hope within the state that the readers will be many, we believe that this study will have implications for educators and educational institutions beyond the confines of this state. We hope the reading of this study will make a difference because the study has told us many things, explicit and implicit, if we will only listen.

Many individuals and groups contributed to this project. We greatly appreciate the cooperation of the Indiana Association of Public School Superintendents, the Professionalization Committee of the Indiana ASCD, and Mrs. Patricia Bates, doctoral fellow at Indiana State University.

Also, special thanks go to the 275 public school superintendents and over 200 curriculum workers without whom there would not have been such a study.

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I. ROLE OF CURRICULUM WORKERS

Few educators would quarrel with the proposition that during the last 20 to 25 years we have been experiencing a period of exceedingly rapid change in education. Also, few educators would quarrel with the proposition that the educational institutions themselves are in the process of change and reconstruction. Where once the institutions had a tendency to stand aside and observe change, now they are microcosmic of the larger conflicts and struggles that obsess American society. As educators in the last quarter of this century, we feel a need--even an urgency--to know, to understand, to accomplish.

Even in periods of little change, the curriculum workers' tasks are not simple, because any management of conditions to result in human change is always complicated and fraught with dangers. When we speak of curriculum workers and supervisors, we are not speaking of only two job classifications. Curriculum generalists and specialists are both included in many school corporations. Those at the administrative level who have leadership responsibility for curriculum have many different titles, such as associate or assistant superintendent for curriculum and instruction, curriculum coordinator, director of curriculum, and director of elementary and/or secondary education. Curriculum specialists and curriculum support personnel add further to the number of titles and variance in usage among school corporations. Not only is there a wide range both in the titles used and in the assignment of responsibilities to supervisors and curriculum workers, but the diverse origins of the positions, some in curriculum development, others in the improvement of instruction, still others in administration, cause difficulty. For these reasons and others, all of these will be referred to as supervisors and curriculum workers.

Perhaps the watershed article dealing with the role and status of curriculum workers was written by C. Glen Hass in November 1960. A "remarkably fruitless search" of the literature was made at that time by Hass. The intent of his article, in light of his own experience, was to define those roles and responsibilities of the director of instruction. He notes, in specific situations, usually some, but not all, of the following responsibilities of the position are accepted and recognized: instructional program improvement, instructional staff leadership, in-service education, instructional and in-service budget, custom research studies, group maintenance, and professional and public understanding.[1]

Hass indicates that theoretically accepted roles of the director of instruction do not function in practice. Often an excuse for the failure to define roles and responsibilities is to say that leadership practices must be tailor-made and different for each local situation.[2]

In discussing instructional program improvement, he suggests several innovative practices. He believes all teachers and other staff members should be involved in instructional program improvement; a council on instruction, with teachers elected as representatives for each school, could serve the purpose. He feels a structure must be provided to receive suggestions from parents, experts in various subject matter fields, and other citizens. The local P.T.A. should be viewed as an appropriate cnannel for these suggestions. He believes channels for determining how other school systems are dealing with problems should be established through the exchange or purchase of curriculum materials and through attendance at conferences. The instructional director should be sure that means are provided for obtaining and utilizing the suggestions or criticisms of students. Also, the director of instruction should make suggestions concerning the situation of teachers, principals, and supervisors who will implement instructional purposes and policies.[3]

Hass particularly stresses the idea of the curriculum director's alerting the superintendent and school board regarding the annual needs for budget items, such as time for curriculum work, intervisitation of teachers, purchase of professional material, attendance at professional meetings, local workshops and conferences, publications, and employment of outside consultants.[4]

In March 1961, Gordon N. Mackenzie, Chairman of the ASCD Commission on International Leadership,* presented a preliminary statement in *Educational Leadership*. He notes that supervisors and curriculum workers usually are expected to expend effort in two directions: The maintenance and effective operation of a strong instructional program and the introduction of necessary changes and modifications in the instructional program.[5] Typically, he writes, supervisors and curriculum workers carry on at least the following seven major groups of activities: clarification of goals, development of work structure, assistance to individuals, providing of resources, communication among staff, coordination of effort, and work with lay citizens.[6]

Mackenzie notes two major problems in the analysis of the role and function of curriculum workers. First, it is difficult to precisely describe the leadership role of supervisional and curriculum workers because of the great variety of ways in which these positions are identified with relation to the hierarchial structures of the school system. Second, he admits, there are no tasks performed by supervisors or curriculum workers in some school systems which may not, under certain circumstances, be discharged by principals or superintendents in other systems.

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*As a result of a resolution passed at the 1959 ASCD National Meeting, the Executive Committee appointed a Commission on Instructional Leadership.

Harold T. Shafer, in 1965,[7] although admitting that drawing direct implications from the Flexner report (about medical professionalism) is fraught with danger, nonetheless, lists clues to major factors involved in professionalism of any group of workers. Supervisors and curriculum workers, he writes, should give serious attention and united efforts in analyzing their own professional growth in the following areas:

1. A nationwide systematized study of current conditions hindering professionalization is needed.

2. Standards need to be set for recruiting and selecting future supervisors and curriculum workers.

3. Pre-service training specialization programs should be strengthened to ensure concreteness in the program which includes both the theoretical classroom studies and field work.

4. A definite role in setting standards for certification should be assumed by supervisors and curriculum workers cooperatively working with certification agencies.

5. The association should take steps to study taking direct responsibility for policing the rank and file membership for violations of acceptable practice.

6. A specific program should be developed nationally, statewide, and locally to improve the public image of supervision and curriculum work.

7. The fact that professional preparation is an expensive venture in which the amount of financial support and investment in training is directly related to the quality of such preparation should be noted.[8]

Rowanetta S. Allen, in January 1966, notes the changing role of the supervisor and curriculum worker. She sees the role as "becoming more complex and . . . more significant. The role is more complex because of the many persons at local, state, and national levels who are actively demonstrating an interest in public education; it is potentially more significant because of the state of flux which currently characterizes curriculum development."[9] She sees the curriculum worker and supervisor in the position "of either standing between the school system and the general public or serving as the agent of the school system to encourage public involvement and support."[10]

Allen writes that there is a recognizable trend in the literature to make curriculum development a cooperative undertaking and to use a team approach to supervision. These trends, she indicates, reinforce the urgent need for trained professional leadership to give direction

and guidance to the group effort. She sees the concerns of a decade earlier as still current in the mid-60s.[11] Among these concerns are the needs to affect a wholesome balance in supervision, to update the theory of supervision, and to clarify the purpose of supervision and the roles of persons involved. She sees the recurrence of key words and phrases such as *critical competencies, principles and basic assumptions, administrative organization,* and *in-service education.*[12]

Maurice J. Eash believes that progress can be made in preparation programs through the rise of the systems approach. He says that, at the present stage of development in preparatory programs for supervisors and curriculum workers, the programs can be best defined in combinations of idiosyncratic projections of staff and compromises generated by the exigencies of academic policies.[13] He writes, "Until the time when the component variables can be more accurately sorted and symbiotic influences carefully traced, the evaluation and development of programs will need to rely on assessments of major input variables and their organization."[14]

H. Irene Hallberg believes a necessary criterion for a profession is the establishment of quasi-legal policies and regulations which establish minimum requirements for the certification of individuals. "These certification requirements affirm the individual's competency and serve to regulate the quantity as well as the quality."[15] In addition, Hallberg believes a profession must have the means for enforcing the professional ethics and standards through provisions for principles for certification.

1. Certification requirements should give recognition to the unique role of the general supervisor and/or curriculum worker needed for today's schools.

2. Certification should be based on the development of a planned program by the training institution, approved by the licensing agent, the State Department of Education.

3. Certification should be granted automatically upon recommendation of the training institution when the planned graduate program has been successfully completed.

4. The number of training institutions should be limited in order to bring balance between supply and demand to assure an adequate program.

5. Certification requirements should provide for continuing professional growth and be issued for specific lengths of time.

6. It is desirable to have both provisional and professional or standard certificates.

7. In a society characterized by a high rate of mobility, it would be desirable to have reciprocity for the supervisors' certification among the states.[16]

Like Rowanetta Allen, Ben Harris views the role of supervisors and curriculum workers in historical perspective. Prior to World War I, their role was predominately one of goal setting, coordination, control, and inculcation. In noting the change after World War II, he states, "The demands from all quarters in our society for excellent education for all children have been accompanied by a technological revolution and by consequent societal pressures which create a climate not only for improvement but also for innovations."[17] From the perspective of the 1980s the following questions must be raised: Has not the instrumental decade of the 1970s caused a *regression* in the role of supervisors and curriculum workers? Have the financial exigencies of the 1980s further complicated the role and status of supervisors and curriculum workers?

Harris writes that when the unique instructional improvement focus of the supervisor is placed upon instruction-related tasks, four of these tasks emerge as the *Common Core of the Job*: curriculum development, evaluation of instruction, development of media and materials, and in-service education.[18]

Almost independent of the task area being considered, he indicates, are several unique working relationships that are required for supervisors to function effectively in instructional improvement--organizational accessibility, restricted pressures, conferred status, logistical support, and personal acceptance.[19] Among the many competencies listed by Harris as uniquely important to the job performance of supervisors and curriculum workers are planning and designing, observing and analyzing, face-to-face communicating, idea presenting, and searching and abstracting.[20]

In 1971 Bob G. Woods published research dealing with the preparation of curriculum specialists. The conclusions of his studies are noteworthy. He states that areas of both agreement and disagreement exist among college professors of curriculum and instruction and practicing curriculum workers regarding the design of doctoral programs for the preparations of curriculum and instruction specialists. There is general agreement that the specific areas of behavioral science to which greatest importance should be attached are leadership behavior, nature of inquiry, and group dynamics and role theory. The study of learning theory and the processes of curriculum developments are considered by both professors and supervisors to be the most important areas of professional education for the preparation of specialists in curriculum and instruction.

Curriculum workers and supervisors tend to place greater value on teaching experience in the preparation of specialists in curriculum and instruction than do professors of curriculum, while the professors attach more importance to study in one's academic discipline, the critique of research on curriculum and instruction, and the study of statistics and research procedures. However, the data indicate that the preparation programs should be planned in accordance with the individual candidate's background of experience, abilities, and aspirations.[21]

In summary, even a limited examination of the literature and research dealing with the role and status of curriculum workers points to the continuing necessity of determining "just what the job is"--especially in the flux of changing times. In addition, there is the continuing need to determine the best processes and procedures for accomplishing the task, to determine the unique characteristics or competencies of the supervisor or curriculum workers in all their varied forms, to evaluate the many perimeters of effectiveness for these "functionaries." And all this leads to further questions: How can we identify and select supervisors and curriculum workers? How can we determine certification requirements for them? How can we plan the most valuable curriculum program for the future supervisor or curriculum worker?

NOTES

1. C. Glen Hass, "Role of the Director of Instruction," *Educational Leadership*, November 1960, pp. 101-103.

2. Ibid., p. 102.

3. Ibid., pp. 103, 106.

4. Ibid., pp. 106-107.

5. Gordon N. Mackenzie, "Professionalization of Supervision and Curriculum Development," *Educational Leadership*, March 1961, p. 380.

6. Ibid., pp. 380-383.

7. ASCD Yearbook in 1965 was *Role of Supervisor and Curriculum Worker.*

8. Harold T. Shafer, "What Does the Flexner Report Say to ASCD?" *Educational Leadership*, December 1965, p. 238.

9. Rowanetta S. Allen, "Role and Function of Supervisors and Curriculum Workers," *Educational Leadership*, January 1966, p. 330.

10. Ibid.

11. Ibid., p. 332.

12. Ibid., p. 333.

13. Maurice J. Eash, "Preparatory Programs for Supervisors," *Educational Leadership*, February 1966, p. 359.

14. Ibid., p. 362.

15. H. Irene Hallberg, "Certificational Requirements for General Supervisors and/or Curriculum Workers Today--Tomorrow," *Educational Leadership*, May 1966, p. 623.

16. Ibid., pp. 624-625.

17. Ben M. Harris, "Role of Supervisors and Curriculum Workers" in *Toward Professional Maturity of Supervisors and Curriculum Workers*, (Washington, DC: ASCD, 1967).

18. Ibid., p. 6.

19. Ibid., pp. 9-10.

20. Ibid., pp. 11-12.

21. Bob F. Woods, "The Preparation of Curriculum Specialists: An Analysis of the Opinions of Supervisors and Professors," *The Journal of Teacher Education*, Winter 1971, p. 453.

II. IDENTIFICATION AND EMPLOYMENT OF CURRICULUM WORKERS

In the fall of 1980 a questionnaire designed to elicit information about curriculum specialists was sent to all public school superintendents within Indiana. The questionnaire was designed as a follow-up instrument to a 1968 study regarding curriculum workers. The first part of the survey form secured data about the school corporation pertaining to enrollment size, sociological structure, and organizational structure. The second part provided data on the kind and number of curriculum workers in the school corporation and their identification by name, address, and job title.

For the purposes of this study and in order to assist in identification, curriculum workers were categorized into four major groups as follows:

1. General Supervisor, elementary, secondary, or K-12: These people are primarily responsible for looking at any curriculum proposal or instructional program in its relation to the student's total educational experience. They may have titles such as Curriculum Coordinator, Curriculum Director, Director of Elementary Education, Director of Secondary Curriculum, or Assistant Superintendent in Charge of Curriculum and/or Instruction.

2. Subject Matter Supervisor, elementary, secondary, or K-12: These people are specialists in the content, methods, and materials of a particular discipline or content field. Generally, they are concerned with the development of an articulated scope and sequence in a given field. They may have titles such as Coordinator of Physical Education, Supervisor of Industrial Arts, Music Consultant, Reading Specialist, or Director of Fine Arts.

3. Special Services Supervisor, elementary, secondary, or K-12: These are the persons who work with such service areas as guidance and counseling, with programs for the physically, mentally, or emotionally handicapped, and with pupil personnel services. They may have titles such as Director of Guidance Services, Coordinator of Pupil Personnel Services, Director of Special Services, Coordinator of Health Services, or Director of Special Education.

4. Instructional Media Supervisor, elementary, secondary, or K-12: These are the specialists in learning resources who facilitate teaching and learning in the classroom. As such they have a service relationship to other supervisors, principals, and teachers. They may have titles such as Director of Libraries, Audio-Visual Coordinator, Media Specialist, Coordinator of Instructional Materials, or Director of Resource Center.

This initial data collection permitted the project to collect pertinent information regarding each school corporation and to identify school personnel at the elementary, secondary, and K-12 levels within the state who are chiefly responsible for coordinating curriculum and instruction as well as the number of general supervisors, subject matter supervisors, special services supervisors, and instructional media supervisors employed within the state.

Of the 292 public school superintendents contacted, 275 responded, providing a 94.2 percent return. The data contained within Table 2.1 present the distribution of these 275 school corporations according to size of enrollment. The range is from 30 corporations (10.9%) with less than 1000 students to 8 corporations (2.9%) with over 15,000 students. The largest category, 103 corporations (37.5%) is that of 1000-2000 students. The data clearly indicate that a large majority of Indiana school corporations, 80.7 percent, have student enrollments of less than 4000. Frequently within this report, these 222 corporations of less than 4000 students will be referred to as "smaller corporations." Likewise, throughout this report, the 26 school corporations with student enrollments of 4000-8000 will be referred to as "medium-sized corporations," and the 27 corporations with student enrollments of 8000-over 15,000 will be referred to as "larger corporations."

TABLE 2.1

DISTRIBUTION OF SCHOOL CORPORATIONS
ACCORDING TO ENROLLMENT SIZE

ENROLLMENT	NUMBER	
	1968	1980
Less than 1000	26	30
1000 - 2000	98	103
2000 - 3000	68	60
3000 - 4000	19	29
4000 - 8000	38	26
8000 - 15,000	18	19
Over 15,000	10	8
Total	277	275

When the 1980 data are compared with the 1968 data, there are no unusual differences found in the distribution of school corporations by enrollment. Four of the seven categories appear in the same order on both sets of data. The larger number of "smaller corporations" and the smaller number of "medium-sized corporations" found in 1980 reflect the decline in school enrollments within the state.

Table 2.2 contains data pertaining to the sociological composition of the 275 school corporations. In response to the question on sociological make-up, 124 corporations (45.1%) classified themselves as rural, making this the largest category, followed by 56 corporations (20.4%) classifying themselves as suburban-rural. The inner-city (1.5%) and urban (1.8%) classifications are quite small, as is the urban-suburban category (4.0%). When all categories designated in some manner as rural are totaled, it becomes quite obvious that these school corporations constitute a large majority (86.5%). The data also indicate that the school corporations with small student enrollments tend to fall into rural categories.

TABLE 2.2

DISTRIBUTION OF SCHOOL CORPORATIONS ACCORDING TO ENROLLMENT SIZE AND SOCIOLOGICAL COMPOSITION

SOCIOLOGICAL COMPOSITION	ENROLLMENT SIZE OF CORPORATION							
	LESS THAN 1000	1000-2000	2000-3000	3000-4000	4000-8000	8000-15,000	OVER 15,000	TOTAL
Inner-city	0	0	1	0	1	1	1	4
Urban	1	0	1	0	0	1	2	5
Urban-Suburban	1	1	2	1	3	2	1	11
Urban-Rural	2	12	12	6	5	1	0	38
Suburban	0	2	3	4	3	5	0	17
Suburban-Rural	4	16	13	12	8	3	0	56
Rural	22	68	26	5	3	0	0	124
Urban-Suburban-Rural	0	4	2	1	3	6	4	20
Total	30	103	60	29	26	19	8	275

When the 1980 data are compared with the 1968 data, as shown in Table 2.3, it appears that two major changes have occurred. There is a significant reduction in corporations (-32) that view themselves as urban-rural and a significant increase in corporations (+34) that view themselves as rural. The data also indicate that in both of these cases the majority of the corporations involved are small corporations of under 3000 students.

TABLE 2.3

DIFFERENCE OF DISTRIBUTION OF SCHOOL CORPORATIONS ACCORDING TO ENROLLMENT SIZE AND SOCIOLOGICAL COMPOSITION BETWEEN 1968 AND 1980

SOCIOLOGICAL COMPOSITION	ENROLLMENT SIZE OF CORPORATION							
	LESS THAN 1000	1000-2000	2000-3000	3000-4000	4000-8000	8000-15,000	OVER 15,000	TOTAL
Inner-city	-	-	-1	-	+1	-	-3	-3
Urban	-	-1	+1	-	-1	+1	+1	+1
Urban-Suburban	+1	-1	-2	-2	-1	-1	-	-6
Urban-Rural	-3	-9	-10	-1	-8	-1	-	-32
Suburban	-	+2	+1	+4	-1	+2	-1	+7
Suburban-Rural	+2	-2	-2	+6	-2	+1	-	+3
Rural	+5	+15	+11	+3	-	-	-	+34
Urban-Suburban-Rural	-1	+1	-6	-	-	-1	+1	-6

The data presented in Table 2.4 report the number and grade structure of the school plants within the 275 school corporations. There are 1918 separate school plants reported, 1192 (62.1%) of them elementary buildings. The range of the average number of school plants per corporation is from 2.1 buildings in the 30 corporations in the less than 1000 enrollment category to 45.9 buildings in the 8 corporations in the over 15,000 enrollment category. The data do not reveal any one particular organizational structure related to school corporation size; however, there are perceptibly more high school-junior high/middle school combinations and K-12 buildings in the "smaller corporations."

TABLE 2.4

NUMBER AND ORGANIZATIONAL
USE OF SCHOOL PLANTS

ORGANIZATIONAL STRUCTURE	ENROLLMENT SIZE OF CORPORATION							
	LESS THAN 1000	1000-2000	2000-3000	3000-4000	4000-8000	8000-15,000	OVER 15,000	TOTAL
High School	4	51	50	28	27	33	45	238
Junior High/ Middle School	4	46	46	34	46	55	43	274
High School-Junior High/ Middle School	19	55	13	5	6	5	2	105
Elementary	31	202	189	129	175	233	233	1192
Elementary-Junior High/ Middle School	0	18	16	7	5	8	44	98
High School-Junior High/ Middle School-Elementary	7	2	1	0	0	0	0	10
High School-Elementary	0	1	0	0	0	0	0	1
Total	65	375	315	203	259	334	367	1918

When the 1980 data are compared with the 1968 data, as presented in Table 2.5, there is a reduction of 149 school plants during the 12 years. Perhaps, the internal changes in the number of school plants within enrollment categories are due in large part to the movement of school corporations from a higher enrollment category in 1968 to a lower enrollment category in 1980. However, when the totals are viewed, it becomes apparent that elementary schools (-75), elementary-junior high/middle school combinations (-88) and K-12 schools (-68) have been considerably reduced in number. In fact, the K-12 school has virtually ceased to exist within these 275 corporations.

TABLE 2.5

DIFFERENCE IN NUMBER AND ORGANIZATIONAL USE OF SCHOOL PLANTS BETWEEN 1968 AND 1980

ORGANIZATIONAL STRUCTURE	ENROLLMENT SIZE OF CORPORATION							
	LESS THAN 1000	1000-2000	2000-3000	3000-4000	4000-8000	8000-15,000	OVER 15,000	TOTAL
High School	-3	+13	-3	+11	-15	+12	+2	+17
Junior High/ Middle School	+3	+27	+3	+18	+4	+17	+3	+75
High School-Junior High/ Middle School	+8	-4	-9	-2	+2	+1	-7	-11
Elementary	+1	-11	-	+46	-78	+7	-40	-75
Elementary-Junior High/ Middle School	-3	+1	-25	+2	-9	-7	-47	-88
High School-Junior High/ Middle School-Elementary	-1	-15	-18	-1	-29	-2	-2	-68
High School-Elementary	-	+1	-	-	-	-	-	+1

The most significant growth in school plants has occurred in the junior high/middle school category (+75) which is accounted for in part by the reduction of combinations: high school-junior high/middle school (-11); elementary-junior high/middle school (-88); and high school-junior high/middle school-elementary school (-68).

When the average number of school plants per corporation within each of the enrollment categories for 1980 is compared with that of 1968, the data are virtually identical. Again, perhaps due to the movement of school corporations from one enrollment category to another.

The following conclusions appear warranted from the data presented in these five tables pertaining to enrollment size, sociological composition, and organizational structure:

1. More than 80 percent of the school corporations in Indiana have student enrollments of less than 4000. The number of "small corporations" has increased by 11 (5.2%) since 1968, while "medium-sized corporations" have decreased by 12 (31.6%) and "larger corporations" have decreased by 2 (20.0%). No doubt significant factors in this demographic data are declining birth rate and migration of population. Yet, the data would seem to indicate no deliberate movement to increase the size of school corporations; rather, the trend is away from larger school corporations. Further, the data seem to indicate the 222 "smaller corporations" and the 26 "medium-sized corporations" provide the education for less than 30 percent of the state's children.

2. Not only is there a continuance toward an increasing number of smaller school corporations in terms of student populations, but there are 34 (37.8%) more rural school corporations reported in the 1980 survey. There is a decline of 3 corporations (42.8%) in the inner-city category, 6 corporations (35.3%) in the urban-suburban category, and 32 corporations (45.7%) in the urban-rural category. Perhaps this data reflect the continued movement of adults from inner-city and urban areas and the decline of older suburban areas where the children have become adults. Or perhaps there has been a change in the perception of the respondent as to the sociological composition of the reporting school corporation. Yet, in the 1968 survey, 86.3 percent of the public school corporations were classified as rural, either completely or partially and approximately seven-eights (96.5%) of the school corporations within Indiana in the 1980 survey are classified in that manner.

3. Although no relationship is apparent between size of corporation and any particular organizational arrangement of school plants, the eclecticism in organizational plans has lessened during the past twelve years. The high school, junior high/middle school, and elementary school are more likely to be separate entities. Yet, the data would seem to indicate that many of the "smaller corporations" still find it difficult to maintain separate educational facilities. Although the data suggest many school plants, 149 (7.2%), have closed because of declining enrollment, the average number of school plants per enrollment category between 1968 and 1980 did not increase or decrease within any category by more than one half of a building. This would seem to clearly indicate a general closing of school plants within all enrollment categories.

4. Because of small enrollments, continued decline in enrollment, and lessened financial resources, it would appear that many of Indiana's public school corporations are not able to provide many support services for teachers in the way of teacher-aides, supervisors, consultants, or specialists.

General Supervisor

The data presented in Table 2.6 show the number of school corporations employing one or more persons specifically or chiefly for the purpose of coordinating the curriculum and instructional program of the corporation and the title given to this individual.

Of the 275 corporations in this study, 90 (32.7%) employ one or more general curriculum workers, while 185 corporations (67.3%) do not employ anyone specifically for this purpose. Only 1 corporation (3.3%) of the 30 smallest corporations employs someone for this position and only 10 (9.7%) of the 103 corporations with the next smallest student enrollments employ someone for this position. Of the 222 "smaller corporations," 58 (26.1%) employ a general curriculum worker, while in the "medium-sized corporations," 16 corporations (61.5%) of 26 employ such a person, and in the "larger corporations," 16 corporations (59.2%) of 27 employ such a person. The data indicate that the position of general curriculum worker is found most often in larger school corporations.

The data in Table 2.6 also reveal that 89 people are employed as general curriculum workers. These people most often have the title of Assistant Superintendent (60.1%) or Curriculum Director (21.3%). The data show that 57 people (64.0%) of the 89 general curriculum workers are employed in the 222 "smaller corporations," 16 people (18.0%) are employed in the 26 "medium-sized corporations," and 16 people (18.0%) are employed in the 27 "larger corporations."

TABLE 2.6

NUMBER OF SCHOOL CORPORATIONS EMPLOYING
GENERAL CURRICULUM WORKERS AND TITLES OF POSITION

SCHOOL CORPORATIONS EMPLOYING	ENROLLMENT SIZE OF CORPORATION							
	LESS THAN 1000	1000-2000	2000-3000	3000-4000	4000-8000	8000-15,000	OVER 15,000	TOTAL
Yes	1	10	29	18	16	9	7	90
No	29	93	31	11	10	10	1	185
Total	30	103	60	29	26	19	8	275
Position								
Associate Superintendent	0	0	0	0	0	2	0	2
Assistant Superintendent	0	5	17	10	12	4	6	54
Curriculum Director	1	2	8	5	2	1	0	19
Curriculum Coordinator	0	1	2	1	2	0	0	6
Director of Instruction	0	0	1	1	0	0	0	2
Supervisor of Curriculum	0	0	1	0	0	0	0	1
Assistant for Curriculum	0	0	0	0	0	1	0	1
Administrative Assistant	0	1	0	1	0	1	0	3
Director of Program Development	0	0	0	0	0	0	1	1
Total	1	9	29	18	16	9	7	89

TABLE 2.7

DIFFERENCE IN NUMBER OF SCHOOL CORPORATIONS EMPLOYING GENERAL CURRICULUM WORKERS BETWEEN 1968 AND 1980

SCHOOL CORPORATIONS EMPLOYING	ENROLLMENT SIZE OF CORPORATION							
	LESS THAN 1000	1000-2000	2000-3000	3000-4000	4000-8000	8000-15,000	OVER 15,000	TOTAL
Yes	+1	+4	+10	+11	-2	+1	-1	+24
No	+3	+1	-18	-1	-10	-	-1	-26
Position								
Associate Superintendent	-	-	-	-	-	+2	-	+2
Assistant Superintendent	-	+3	+5	+7	+7	-1	-	+21
Curriculum Director	+1	-	+5	+3	-7	-1	-3	-2
Curriculum Coordinator	-	-1	-1	-1	+1	-1	-1	-4
Director of Instruction	-	-	+1	+1	-1	-	-1	-
Supervisor of Curriculum	-	-	+1	-	-1	-	-	-
Assistant for Curriculum	-	-	-	-	-	+1	-	+1
Administrative Assistant	-	+1	-1	+1	-	+1	-	+2
Director of Program Development	-	-	-	-	-	-	+1	+1

When the 1980 data are compared with the 1968 data, as presented in Table 2.7, there is shown an increase of 24 corporations (36.5%) employing a person for the position of general curriculum worker and an increase of 21 persons (30.9%) serving in this role. The increase of 10 (52.6%) in the number of general curriculum workers in school corporations of the 2000-3000 enrollment size and the increase of 11 persons (157.1%) serving in this role in school corporations of the 3000-4000 enrollment size appears consistent with the increasing number of school corporations of that size and appears to indicate an increasing concern by school corporations of that size for the curriculum and instructional program. Also, the data clearly indicate that the largest increase, 21 persons (63.6%), is in the Assistant Superintendent category.

Table 2.8 contains data pertaining to the number of school corporations employing elementary and/or secondary directors or supervisors of curriculum and the number of people employed. The data show that 54 corporations (19.6%) employ one or more persons at this level and that 221 corporations (80.4%) do not. Of the "smaller corporations," only 20 (9.0%) employ a person for these positions, while 11 "medium-sized corporations" (42.3%) and 23 "larger corporations" (85.2%) employ one or more persons at this level. None of the corporations with enrollments of less than 1000 and only 11 corporations (6.7%) of the 193 corporations in the first three smallest enrollment categories have individuals for these positions. The data clearly indicate that the position of elementary and/or secondary supervisor or director is found mainly in larger school corporations.

The data in Table 2.8 also show 95 people employed for these positions: 55 persons (57.9%) as an elementary supervisor or director and 40 persons (42.1%) at the secondary level. The 27 school corporations comprising the "larger corporations" employ 31 (56.4%) of the 55 people at the elementary level and 22 (55.0%) of the 40 people at the secondary level, while the "smaller corporations" employ 14 persons (25.5%) as elementary supervisors or directors and 11 persons (27.5%) at the secondary level. The remaining 10 elementary (18.2%) and 7 secondary (17.5%) supervisors or directors are employed by the "medium-sized corporations."

When the 1980 data are compared with the 1968 data, as presented in Table 2.9, there is shown a decrease of 6 corporations (10.0%) employing a person for the position of elementary and/or secondary supervisor or director. Also, the data show a decrease of 9 people (14.1%) serving as an elementary supervisor or director and an increase of 14 people (53.8%) serving at the secondary level. The data appear to be consistent with the shift of school corporations from larger to smaller enrollment categories.

TABLE 2.8

NUMBER OF SCHOOL CORPORATIONS EMPLOYING GENERAL ELEMENTARY AND/OR SECONDARY DIRECTOR OR SUPERVISOR OF CURRICULUM

SCHOOL CORPORATIONS EMPLOYING	ENROLLMENT SIZE OF CORPORATION							
	LESS THAN 1000	1000-2000	2000-3000	3000-4000	4000-8000	8000-15,000	OVER 15,000	TOTAL
Yes	0	8	3	9	11	16	7	54
No	30	95	57	20	15	3	1	221
Total	30	103	60	29	26	19	8	275
Position								
Elementary Director or Supervisor	0	4	2	8	10	21	10	55
Secondary Director or Supervisor	0	5	1	5	7	15	7	40
Total	0	9	3	13	17	36	17	95

TABLE 2.9

DIFFERENCE IN NUMBER OF SCHOOL CORPORATIONS EMPLOYING GENERAL ELEMENTARY AND/OR SECONDARY DIRECTOR OR SUPERVISOR OF CURRICULUM BETWEEN 1968 AND 1980

SCHOOL CORPORATIONS EMPLOYING	ENROLLMENT SIZE OF CORPORATION							
	LESS THAN 1000	1000-2000	2000-3000	3000-4000	4000-8000	8000-15,000	OVER 15,000	TOTAL
Yes	-	+3	-4	+4	-9	+2	-2	-6
No	+4	+2	-4	+6	-3	-1	-	+4
Position								
Elementary Director or Supervisor	-	-	-3	+4	-8	+5	-7	-9
Secondary Director or Supervisor	-	+3	-1	+4	+4	+4	-	+14

When Tables 2.6 and 2.8 are viewed as containing the data involving all those individuals who have corporation-wide responsibilities for curriculum and instructional programs the following conclusions appear warranted:

1. There are 184 people employed in these 275 school corporations who have system-wide responsibilities for curriculum and instructional programs. The number of school corporations employing people for these positions is less than half (45.1%) of the total, which means over 50 percent of the public school corporations in Indiana do not employ an individual for the purposes of coordinating or directing their curriculum or instructional program.

2. Only one individual is employed in these positions in the 30 smallest corporations. Furthermore, assistance in the form of individuals responsible for curriculum development and instructional program planning is not generally found in school corporations with student enrollments of under 3000 with only one-fourth of these corporations hiring someone for this position.

3. A large majority of these 184 general supervisors are employed in the school corporations with large student enrollments: 33 people (17.9%) in the 4000-8000 category, yielding an average of 1.4 persons per employing corporation; 45 people (24.5%) in the 8000-15,000 category, an average of 2.4 individuals per employing corporation; and 24 people (13.0%) in the over 15,000 category, an average of 3 persons per employing corporation. Individuals employed for supervising or directing system-wide curriculum or instructional programs within Indiana public school corporations are highly concentrated into less than one-fifth of all school corporations.

When Tables 2.7 and 2.9 are viewed as containing the data involving changes between 1968 and 1980 of all those individuals who have corporation-wide responsibilities for curriculum and instructional programs, the following conclusions appear warranted:

1. There has been an increase of 26 persons (16.5%) employed in these 275 corporations who have system-wide responsibilities for curriculum and instructional programs. The number of school corporations employing people for these positions has increased from approximately one-fourth to over two-fifths, which is a significant increase in the number of corporations providing someone to coordinate or direct curriculum or instructional programs.

2. The largest increase in number of persons employed is 32 within the "smaller corporations," while "medium-sized corporations" have decreased by 5 persons and "larger corporations" have decreased by 1 person. Again, the data supports the movement of school corporations from larger to smaller enrollment categories as well as some additional hiring by smaller corporations, particularly when the 3000-4000 enrollment category was the only category to show large growth in number of persons employed.

3. The majority of general supervisors are still employed in the school corporations with large student enrollments: 102 of them (55.4%) are employed by 50 (18.2%) of the 53 largest corporations. Both the 4000-8000 enrollment category and the 8000-15,000 enrollment category show an increase in the average number of persons per corporation, while the over 15,000 category shows a decrease.

4. There appears to be a dramatic shift away from considering the general curriculum worker to be a staff position rather than a line position. This is particularly evident by the increased number of Associate and Assistant Superintendent positions reported in 1980.

Subject Matter Supervisor

The data in Table 2.10 exhibit the number of school corporations employing subject matter supervisors and the number of such specialists employed. Positive responses were given by 71 corporations (25.8%) of 275 school corporations. The data show 233 people employed as subject matter specialist by these 71 corporations. Again, the "larger corporations" report the largest percentage of employment by school corporation, 18 (66.7%) of 27 corporations, and the largest number of supervisors employed, 124 (53.2%) of 233 individuals. Of the total "smaller corporations," only 41 corporations (18.5%) employ a subject matter specialist, with 57 people (24.5%) of 233 persons being so employed. In the "medium-sized corporations," 12 corporations (46.2%) employ such a supervisor, with 52 persons (22.3%) being so employed.

The 71 employing corporations tend to employ subject matter supervisors on a system-wide basis, with 105 people (45.1%) so employed, rather than as elementary supervisors, 49 people (21.0%), or secondary subject matter specialists, 79 people (33.9%).

When the 1980 data are compared with the 1968 data, as presented in Table 2.11, there is an increase of 8 corporations (12.7%) in the number of school corporations employing subject matter specialists and a decrease of 41 persons (15.0%) so employed, with the largest decrease being at the elementary level, down 35 people (41.7%).

TABLE 2.10

NUMBER OF SCHOOL CORPORATIONS EMPLOYING SUBJECT MATTER SUPERVISORS AND NUMBER OF SUPERVISORS EMPLOYED

SCHOOL CORPORATIONS EMPLOYING	ENROLLMENT SIZE OF CORPORATION							
	LESS THAN 1000	1000-2000	2000-3000	3000-4000	4000-8000	8000-15,000	OVER 15,000	TOTAL
Yes	2	16	13	10	12	10	8	71
No	28	87	47	19	14	9	0	204
Total	30	103	60	29	26	19	8	275
Subject Matter Supervisor								
All Levels	0	11	3	7	24	15	45	105
Elementary	1	10	11	4	5	10	8	49
Secondary	2	4	3	1	23	10	36	79
Total	3	25	17	12	52	35	89	233

TABLE 2.11

DIFFERENCE IN NUMBER OF SCHOOL CORPORATIONS
EMPLOYING SUBJECT MATTER SUPERVISORS
AND NUMBER OF SUPERVISORS EMPLOYED BETWEEN 1968 AND 1980

	ENROLLMENT SIZE OF CORPORATION							
SCHOOL CORPORATIONS EMPLOYING	LESS THAN 1000	1000-2000	2000-3000	3000-4000	4000-8000	8000-15,000	OVER 15,000	TOTAL
Yes	+2	+12	-1	+3	-	-7	-1	+8
No	+2	-7	-7	+7	-12	+8	-1	-10
Subject Matter Supervisor								
All Levels	-	+9	-1	-4	+12	-18	-10	-12
Elementary	+1	+8	-7	+1	-6	-21	-11	-35
Secondary	+2	-2	-2	-7	+20	-2	-3	+6

There are two significant changes between the 1980 and 1968 data pertaining to number of school corporations employing subject matter supervisors: The 1000-2000 enrollment category increased from 4.1 percent positive responses in 1968 to 15.5 percent in 1980, while the 8000-15,000 enrollment category decreased from 94.4 percent positive responses in 1968 to 56.6 percent in 1980.

The largest growth in number of subject matter supervisors took place in the "medium-sized corporations" with an increase of 26 people (100.0%); the greatest decrease occurred in the "larger corporations" with a loss of 65 people (34.4%). The "smaller corporations" had virtually no change.

Although the number of corporations employing subject matter supervisors has increased slightly, the data clearly indicate a significant reduction in the number of persons employed. In particular, the "larger corporations" have been attritioning out the position of subject matter specialist.

The data contained within Table 2.12 pertain to the distribution of the 105 subject matter supervisors with K-12 responsibilities by title and by enrollment size of the school corporation. The data show that the largest percentage (57.1%) of these 105 people are employed by the "larger corporations," followed by 24 individuals (22.9%) employed in "medium-sized corporations," and only 21 people (20.0%) employed in the 222 "smaller corporations." When the data are viewed by content field, the largest category of subject matter supervisors is in the area of reading/language arts with 23 specialists (21.9%) followed by music with 20 specialists (19.0%), physical education with 14 specialists (13.3%), and art with 12 specialists (11.4%). No other subject area has more than 5 people.

When the 1980 data is contrasted with the 1968 data, as shown in Table 2.13, it is apparent, as stated previously, that "larger corporations" are attritioning out this position (-28 people) while "medium-sized corporations" have increased the number of persons (+12 people) holding such a position.

Table 2.14 presents data with regard to the distribution of the 49 subject matter supervisors at the elementary level. At this level, the largest percentage of these people (53.1%) are employed by the "smaller corporations," followed by 18 people (36.7%) in the "larger corporations," and only 5 (10.2%) in the "medium-sized corporations." When these data are viewed by content field, one area accounts for the vast majority of supervisors employed at this level--reading/language arts with 31 specialists (63.3%).

TABLE 2.12

TITLES AND NUMBER OF SUBJECT MATTER SUPERVISORS WITH K-12 RESPONSIBILITY

DIRECTOR, SUPERVISOR, OR CONSULTANT	ENROLLMENT SIZE OF CORPORATION							
	LESS THAN 1000	1000-2000	2000-3000	3000-4000	4000-8000	8000-15,000	OVER 15,000	TOTAL
Art	0	1	0	1	3	2	5	12
Business Education	0	0	0	0	1	0	0	1
English	0	1	0	1	0	0	0	2
Fine Arts	0	0	0	0	2	1	2	5
Foreign Language	0	0	0	0	1	0	1	2
Foreign Language/ Language Arts	0	0	0	0	0	0	1	1
Foreign Language/ Social Studies	0	0	0	0	0	0	1	1
Health Education	0	0	0	0	0	0	1	1
Health Occupations	0	0	0	0	0	0	1	1
Health/Science	0	0	0	0	0	0	2	2
Health/Math/ Science	0	0	0	0	0	1	0	1
Math	0	1	0	0	1	0	3	5
Math/Social Studies	0	0	0	0	0	0	1	1
Music	0	1	1	1	4	4	9	20
Nutrition	0	0	0	0	0	0	1	1
Physical Education (Athletics/ Health/Safety/) (Driver Education)	0	0	0	1	5	2	6	14
Practical Arts, Vocational, Career, Adult Education	0	0	0	0	0	1	1	2
Reading/ Language Arts	0	3	2	3	5	4	6	23
Science	0	2	0	0	1	0	2	5
Social Studies	0	2	0	0	1	0	2	5
Total	0	11	3	7	24	15	45	105

TABLE 2.13

COMPARISON OF NUMBER OF SUBJECT MATTER SUPERVISORS WITH K-12 RESPONSIBILITY BETWEEN 1968 AND 1980

DIRECTOR, SUPERVISOR, OR CONSULTANT	ENROLLMENT SIZE OF CORPORATION					
	SMALL UNDER 1000-4000		MEDIUM 4000-8000		LARGE 8000-OVER 15,000	
	1968	1980	1968	1980	1968	1980
Art	2	2	2	3	12	7
Business Education	0	0	0	1	0	0
English	0	2	0	0	0	0
Fine Arts	1	0	0	2	2	3
Foreign Language	0	0	0	1	1	1
Foreign Language/ Language Arts	0	0	0	0	0	1
Foreign Language/ Social Studies	0	0	0	0	0	1
Health Education	0	0	0	0	2	1
Health Occupations	0	0	0	0	0	1
Health/Science	0	0	0	0	0	2
Health/Math/ Science	0	0	0	0	0	1
Home Economics/ Nutrition	0	0	0	0	2	1
Industrial Education	0	0	0	0	1	0
Math	1	1	0	1	5	3
Math/Science	0	0	0	0	1	0
Math/Social Studies	0	0	0	0	0	1
Music	4	3	6	4	21	13
Physical Education (Athletics/ Health/Safety/) (Driver Education)	3	1	2	5	12	8
Practical Arts, Vocational, Career, Adult Education	0	0	0	0	2	2
Reading/ Language Arts	5	8	1	5	13	10
Science	1	2	1	1	5	2
Social Studies	0	2	0	1	5	2
Trade and Industry	0	0	0	0	1	0
Total	17	21	12	24	88	60

TABLE 2.14

TITLES AND NUMBER OF ELEMENTARY SUBJECT MATTER SUPERVISORS

DIRECTOR, SUPERVISOR, OR CONSULTANT	ENROLLMENT SIZE OF CORPORATION							
	LESS THAN 1000	1000-2000	2000-3000	3000-4000	4000-8000	8000-15,000	OVER 15,000	TOTAL
Art	0	1	0	0	1	2	1	5
Math	0	0	0	0	0	0	1	1
Math/Science/ Social Studies	0	0	0	0	0	1	0	1
Music	0	0	0	0	1	2	0	3
Physical Education (Health/Safety)	0	0	0	2	1	2	2	7
Reading/ Language Arts	1	9	11	1	2	3	4	31
Reading/Math	0	0	0	1	0	0	0	1
Total	1	10	11	4	5	10	8	49

When the 1980 data are contrasted with the 1968 data, as shown in Table 2.15, again, the "larger corporations" have been attritioning out the position of elementary subject matter supervisor (-32 people). Also, attrition has occurred in the "medium-sized corporations" with 6 fewer people being employed. When these data are viewed by content field, it is obvious that the growth in the number of elementary subject matter supervisors within the 222 "smaller corporations" has occurred in the area of reading/language arts and has undoubtedly been influenced by Title I.

TABLE 2.15

COMPARISON OF NUMBER OF ELEMENTARY
SUBJECT MATTER SUPERVISORS BETWEEN 1968 AND 1980

DIRECTOR, SUPERVISOR, OR CONSULTANT	ENROLLMENT SIZE OF CORPORATION					
	SMALL UNDER 1000-4000		MEDIUM 4000-8000		LARGE 8000-OVER 15,000	
	1968	1980	1968	1980	1968	1980
Art	3	1	2	1	7	3
Foreign Language	0	0	0	0	1	0
General	1	0	0	0	0	0
Grade Level	0	0	0	0	7	0
Inner-City	0	0	0	0	1	0
Intermediate Grades	0	0	0	0	1	0
Math	0	0	0	0	1	1
Math/Science	0	0	0	0	1	0
Math/Science/ Social Studies	0	0	0	0	0	1
Music	5	0	2	1	10	2
Outdoor Education	0	0	0	0	1	0
Physical Education (Health/Safety)	2	2	2	1	6	4
Primary Grades	0	0	0	0	3	0
Reading/Language Arts	12	22	5	2	10	7
Reading/Math	0	1	0	0	0	0
Social Studies	0	0	0	0	1	0
Total	23	26	11	5	50	18

The data presented within Table 2.16 exhibit the distribution of the 79 subject matter supervisors at the secondary level. Again, as in Table 2.12, the 27 "larger corporations" account for a majority of the individuals employed at the secondary level with 46 specialists (58.2%). Whereas, the "smaller corporations" employed the majority of elementary subject matter specialists, these 222 corporations employ only 10 people (12.7%) at this position for secondary; while the 26 "medium-sized corporations," employing only 5 elementary subject matter specialists, employ 23 individuals (29.1%) at the secondary level. When the data are viewed by content field, the area of practical arts, career and/or vocational education accounts for a large majority of supervisors hired at the secondary level with 21 specialists (26.6%).

When the 1980 data are compared with the 1968 data, as presented in Table 2.17, again, the "larger corporations" have reduced the number of persons (-5 people) employed as secondary subject matter specialists as have the "smaller corporations" (-9 people). Significant growth in the number of secondary specialists is shown in the "medium-sized corporations" with an increase of 20 people.

The data presented in Tables 2.10, 2.12, 2.14, and 2.16 represent the curriculum worker classification of subject matter supervisor and appear to warrant the following conclusions:

1. The number of school corporations employing individuals as subject matter supervisors is only one-fourth of the total 275 corporations, which means three-fourths of the school corporations in Indiana do not provide curriculum assistance to teachers in this manner.

2. There is a direct and consistent relationship between the enrollment size of corporations and the number of corporations employing subject matter supervisors, going from 6.7 percent in the less than 1000 category to 100 percent in the over 15,000 category. Two-thirds of the 27 school corporations with student enrollments of 8000 or more employ one or more subject matter supervisors, but only just over one-fifth of the 248 corporations with enrollments of less than 8000 employ someone for this position.

3. The tendency among the 71 corporations that do hire subject matter supervisors is to employ them (45.1 percent of the time) for system-wide responsibilities rather than as elementary or secondary specialists.

TABLE 2.16

TITLES AND NUMBER OF SECONDARY
SUBJECT MATTER SUPERVISORS

DIRECTOR, SUPERVISOR, OR CONSULTANT	ENROLLMENT SIZE OF CORPORATION							
	LESS THAN 1000	1000-2000	2000-3000	3000-4000	4000-8000	8000-15,000	OVER 15,000	TOTAL
Art	0	1	0	0	1	0	0	2
Business Education	0	0	0	0	2	0	2	4
Business/ Industrial Arts/ Home Economics	0	0	0	0	0	0	2	2
English	0	0	0	0	1	0	1	2
English/Social Studies	0	0	0	0	0	1	0	1
Fine Arts	0	0	0	0	0	0	1	1
Foreign Language	0	0	0	0	2	0	2	4
Foreign Language/ Home Economics	0	0	0	0	0	0	1	1
Foreign Language/ Social Studies	0	0	0	0	0	0	1	1
Health/Driver Education	0	0	0	0	1	0	0	1
Home Economics	0	1	0	0	2	1	3	7
Industrial Arts	0	0	0	0	2	0	3	5
Math	0	0	0	0	2	0	2	4
Math/Science	0	0	0	0	0	1	1	2
Music	0	0	0	0	1	0	0	1
Physical Education (Athletics/) (Driver Education)	0	0	1	0	1	0	3	5
Practical Arts, Vocational, Career Education	2	2	1	1	3	7	5	21
Reading/ Language Arts	0	0	1	0	1	0	2	4
Science	0	0	0	0	2	0	3	5
Social Studies	0	0	0	0	2	0	2	4
Speech & Drama	0	0	0	0	0	0	1	1
Trade & Industry	0	0	0	0	0	0	1	1
Total	2	4	3	1	23	10	36	79

TABLE 2.17

COMPARISON OF NUMBER OF SECONDARY SUBJECT MATTER SUPERVISORS BETWEEN 1968 AND 1980

DIRECTOR, SUPERVISOR, OR CONSULTANT	ENROLLMENT SIZE OF CORPORATION					
	SMALL UNDER 1000		MEDIUM 1000-4000		LARGE 4000-OVER 15,000	
	1968	1980	1968	1980	1968	1980
Art	0	1	0	1	0	0
Business Education	0	0	0	2	5	2
Business/ Industrial Arts/ Home Economics	0	0	0	0	0	2
Distributive Education	0	0	0	0	1	0
Driver Education	0	0	0	0	1	0
English	2	0	0	1	4	1
English/Social Studies	0	0	0	0	0	1
Fine Arts	0	0	0	0	0	1
Foreign Language	0	0	0	2	3	2
Foreign Language/Home Economics	0	0	0	0	0	1
Foreign Language/Social Studies	0	0	0	0	0	1
Health/Driver Education	0	0	0	1	0	0
Home Economics	1	1	0	2	4	4
Industrial Arts	3	0	0	2	3	3
Math	3	0	0	2	4	2
Math/Science	0	0	0	0	0	2
Music	2	0	0	1	3	0
Physical Education (Athletics/ Health/Safety/) (Driver Education)	0	1	1	1	4	3
Practical Arts, Vocational, Career, Adult Education	2	6	2	3	9	12
Reading/Language Arts	2	1	0	1	2	2
Science	2	0	0	2	3	3
Social Studies	2	0	0	2	5	2
Speech & Drama	0	0	0	0	0	1
Trade & Industry	0	0	0	0	0	1
Total	19	10	3	23	51	46

4. The employment pattern is strongly in favor of large corporations. Of the 233 subject matter supervisors employed, the 8 corporations with the largest enrollments employ approximately two of every five hired for system-wide responsibilities, one of every five of the elementary supervisors, and two of every five of the total number employed. When the corporations of 8000-15,000 enrollment size are added in, making 27 corporations, the figures become approximately three of five system-wide, two of five elementary, three of five secondary, and two and one-half of five totally.

5. Subject matter supervisors tend to be centered in certain content fields rather than distributed evenly among a number of subject areas. The content fields of reading/language arts, physical education, music, practical arts, art, and fine arts account for 158 or just over two-thirds of the subject matter specialists. The more traditional subject fields of English, mathematics, science, and social studies do not rank high in number of subject matter supervisors employed.

The data presented in Tables 2.11, 2.13, 2.15, and 2.17 represent the changes that have taken place between 1968 and 1980 as to the curriculum worker classification of subject matter supervisor and appear to warrant the following conclusions:

1. The growth in number of school corporations in Indiana employing a subject matter supervisor has been very slight, with only 8 more corporations (12.7%) reporting such employment. Three-quarters of the public school corporations still do not provide this type of assistance for their curriculum and/or instructional program.

2. There has been a significant reduction in the number of "larger corporations" employing subject matter supervisors, dropping from 26 of 28 corporations (92.9%) in 1968 to 18 of 27 corporations (66.9%) in 1980. However, there has been a significant increase in the number of "smaller corporations" employing subject matter supervisors, rising from 25 of 211 corporations (11.8%) in 1968 to 41 of 222 corporations (18.5%) in 1980. Undoubtedly, these data are reflective of both the decline in student enrollment and Title I grants.

3. The tendency of school corporations that do hire subject matter supervisors is to continue the practice of hiring people for K-12 responsibilities, rising from 42.7 percent of such people hired in 1968 to 45.1 percent in 1980. Also, many subject matter supervisors are now serving in more than one content area, evidently to pick up the slack of non-replacement.

4. Although the employment pattern is still strongly in favor of the "larger corporations," these 27 corporations have attritioned out 65 people as subject matter supervisors over the past 12 years, a 34.4 percent reduction. The growth in the number of people occupying this position has occurred primarily in the 26 "medium-sized corporations," with an increase of 26 people (100.0%) so employed. Again, these data are reflective of the decline in student enrollment and the movement of school corporations from one enrollment category to another. Assistance in the form of subject matter supervisors for elementary teachers has been drastically reduced with a loss of 35 people (41.7%).

5. In both sets of data, approximately two-thirds of all subject matter supervisors were found to be centered in the same content fields: reading/language arts, physical education, music, practical arts, and art. Likewise, the more traditional content fields of English, mathematics, science, and social studies did not rank high in number of persons employed in either set of data. In fact, all such areas show slight losses in numbers employed. The two largest decreases during the 12 year period occurred in the content fields of music (-29 people) and art (-9 people).

Special Services Supervisor

The data collected pertaining to the number of school corporations employing special services supervisors and the number of individuals employed for this position is not comparable to the 1968 data nor is this data in a form that allows reporting. Since this study was designed to deal with individual school corporations, the data collected from these corporations regarding special services supervisors cannot be interpreted as to which data is solely the corporation and which data is due to their membership in a cooperative. This is particularly the case in the area of special education.

Despite the lack of being able to interpret, a careful analysis of the data--in particular, identification of co-op membership and the elimination of names of persons employed by the co-ops--would seem to indicate several things:

1. There has been a great growth in special education cooperatives over the past twelve years, which has increased the number of school corporations providing such educational opportunity to its students and the number of Directors, Supervisors, or Coordinators of Special Education.

2. A number of cooperatives appear to be encompassing more service areas than just special education by including such areas as vocational education, career education, gifted and talented, and psychological services.

3. Although the special services supervisor's classification is rather broad in coverage, there is high concentration in three areas (special education, pupil personnel services, and special services), which account for the major portion of individuals so employed.

Instructional Media Supervisor

The data pertaining to the number of school corporations employing instructional media supervisors and the number employed are presented in Table 2.18. The data show that 95 corporations (34.5%) of 275 hire individuals for this position. Although the "larger corporations" report the largest percentage of employment by school corporations, 20 (74.1%) of 27, they employ only 44 people (30.1% of 146 individuals so employed). Of the 222 "smaller corporations" 61 (27.4%) employ 86 supervisors (59.9%), while 14 (53.8%) of the 26 "medium-sized corporations" employ the remaining 17 supervisors (10.9%). The data show a tendency by the 95 employing corporations toward hiring instructional media supervisors on a system-wide basis, with 71 people (48.6%) so employed, rather than on an elementary, 43 people (29.4%), or secondary, 32 people (21.9%), basis.

When the 1980 data are compared with the 1968 data, as presented in Table 2.19, there is an increase of 30 (46.2%) in the number of school corporations now employing instructional media supervisors. This growth is found completely within the 222 "smaller corporations," particularly in the 1000-2000 enrollment size category with an increase from 8 employing school corporations to 28 such corporations.

The data also show an increase in the number of instructional media supervisors by 54 people (59.7%). All of the growth has occurred within the "smaller corporations" with an increase of 58 people (207.1%). Again, the 1000-2000 enrollment size category is most prominent with an increase of 35 people (350.0%). Both the "medium-sized corporations," with a decrease of 2 people (11.1%), and the "larger corporations," with a decrease of 2 people (4.3%), have virtually not changed in number of people employed.

The data in Table 2.20 present the distribution of instructional media supervisors, with K-12 responsibilities, by title. Of the 71 individuals employed for this position, 27 (38.0%) are employed in the "larger corporations," while 33 (46.5%) are employed in the "smaller corporations," and 11 (15.5%) are employed in the "medium-sized corporations." When the data are examined by title or position, the category of Instructional Media Director or Supervisor exhibits a heavy concentration with 31 people (43.7%) of the 71, followed by the category of

Audio-Visual Director or Supervisor with 15 people (21.1%) and the category of Director or Coordinator of Instructional Materials Center with 11 people (15.5%).

TABLE 2.18

NUMBER OF SCHOOL CORPORATIONS EMPLOYING INSTRUCTIONAL MEDIA SUPERVISORS AND NUMBER OF SUPERVISORS EMPLOYED

SCHOOL CORPORATIONS EMPLOYING	ENROLLMENT SIZE OF CORPORATION							
	LESS THAN 1000	1000-2000	2000-3000	3000-4000	4000-8000	8000-15,000	OVER 15,000	TOTAL
Yes	6	28	15	12	14	13	7	95
No	24	75	45	17	12	6	1	180
Total	30	103	60	29	26	19	8	275
Instructional Media Supervisor								
All Levels	6	13	7	7	11	14	13	71
Elementary	0	14	6	5	2	1	15	43
Secondary	0	18	6	4	3	1	0	32
Total	6	45	19	16	16	16	28	146

TABLE 2.19

DIFFERENCE IN NUMBER OF SCHOOL CORPORATIONS
EMPLOYING INSTRUCTIONAL MEDIA SPECIALISTS
AND NUMBER OF SUPERVISORS EMPLOYED BETWEEN 1968 AND 1980

SCHOOL CORPORATIONS EMPLOYING	LESS THAN 1000	1000-2000	2000-3000	3000-4000	4000 8000	8000-15,000	OVER 15,000	TOTAL
Yes	+5	+20	+4	+8	-3	-1	-3	+30
No	-1	-15	-12	+2	-9	+2	+1	-32
Instructional Media Supervisor								
All Levels	+6	+9	-	+3	-3	-5	-6	+4
Elementary	-	+12	+6	+4	+1	-	+9	+32
Secondary	-1	+14	+2	+3	-	-	-	+18

TABLE 2.20

TITLES AND NUMBER OF INSTRUCTIONAL
MEDIA SUPERVISORS WITH K-12 RESPONSIBILITY

DIRECTOR, SUPERVISOR, OR COORDINATOR	ENROLLMENT SIZE OF CORPORATION							
	LESS THAN 1000	1000-2000	2000-3000	3000-4000	4000-8000	8000-15,000	OVER 15,000	TOTAL
Audio-Visual	1	2	3	2	3	1	3	15
Instructional Media	2	8	3	3	6	6	3	31
Libraries	1	1	1	0	0	2	2	7
Media/AV/ Instructional Materials Center	1	2	0	0	0	0	0	3
Media/AV/ Instructional Services	0	0	0	1	2	5	3	11
Media Processing Service	0	0	0	0	0	0	1	1
Media Specialist	1	0	0	0	0	0	0	1
Media Systems	0	0	0	1	0	0	0	1
Radio & TV	0	0	0	0	0	0	1	1
Total	6	13	7	7	11	14	13	71

When contrasted with the 1968 data, as shown in Table 2.21, both the "larger corporations," -11 people (28.9%), and the "medium-sized corporations," -3 people (21.4%), have reduced the number of instructional media supervisors they employ. Only in the "smaller corporations" has the position increased significantly in number with an increase of 18 people (120.0%). With the exception of the Director or Supervisor of Instructional Media category in the "smaller corporations," changes in the number of people holding a particular title are more likely due to changes in educational terminology than to the employment of additional people. The data show that the term "media" or "instructional media" is now the more common designation than the term "audio-visual."

TABLE 2.21

COMPARISON OF NUMBER OF INSTRUCTIONAL MEDIA SUPERVISORS WITH K-12 RESPONSIBILITY BETWEEN 1968 AND 1980

DIRECTOR, SUPERVISOR, OR COORDINATOR	ENROLLMENT SIZE OF CORPORATION					
	SMALL UNDER 1000-4000		MEDIUM 4000-8000		LARGE 8000-OVER 15,000	
	1968	1980	1968	1980	1968	1980
Audio-Visual	10	8	7	3	15	4
Educational Programing	0	0	1	0	0	0
Educational Research & Resources	0	0	0	0	1	0
Instructional Media	1	16	2	6	6	9
Libraries	3	3	2	0	9	4
Media/AV/ Instructional Materials Center	0	3	1	0	1	0
Media/AV/ Instructional Services	1	1	1	2	3	8
Media Processing Service	0	0	0	0	1	1
Media Specialist	0	1	0	0	0	0
Media System	0	1	0	0	0	0
Radio & TV	0	0	0	0	2	1
Total	15	33	14	11	38	27

Table 2.22 presents data with regard to the distribution of the 43 instructional media supervisors at the elementary level. Again, the "smaller corporations" employ the largest percentage of individuals at this level, with 25 people (58.1%) of 43, followed by the "larger corporations" with 16 people (37.2%) and the "medium-sized corporations" with only 2 people (4.7%). When the data are examined by position, once again, the category of Instructional Media Director or Coordinator exhibits a heavy concentration, with 20 people (46.5%) of the 43.

TABLE 2.22

TITLES AND NUMBER OF ELEMENTARY
INSTRUCTIONAL MEDIA SUPERVISORS

DIRECTOR, SUPERVISOR, OR COORDINATOR	ENROLLMENT SIZE OF CORPORATION							
	LESS THAN 1000	1000-2000	2000-3000	3000-4000	4000-8000	8000-15,000	OVER 15,000	TOTAL
Audio-Visual	0	0	1	0	0	0	0	1
Instructional Media	0	12	5	1	1	1	0	20
Libraries	0	0	0	3	0	0	0	3
Media/AV/ Instructional Materials Center	0	0	0	1	1	0	0	2
Media/AV/ Instructional Services	0	0	0	0	0	0	1	1
Media Specialist	0	2	0	0	0	0	0	2
Resource Teacher	0	0	0	0	0	0	14	14
Total	0	14	6	5	2	1	15	43

When the 1980 data are compared with the 1968 data, as shown in Table 2.23, the 27 "larger corporations" show an increase from 7 persons to 16 persons. However, an examination of the data reveal very quickly that this increase is due to one school corporation employing more Resource Teachers rather than a normal increase in the number of Instructional Media Supervisors. In reality, only the "smaller corporations" show a significant growth of 22 people (733.3%) with a heavy concentration in the Instructional Media category.

TABLE 2.23

COMPARISON OF NUMBER OF ELEMENTARY INSTRUCTIONAL MEDIA SUPERVISORS BETWEEN 1968 AND 1980

DIRECTOR, SUPERVISOR, OR COORDINATOR	ENROLLMENT SIZE OF CORPORATION					
	SMALL UNDER 1000-4000		MEDIUM 4000-8000		LARGE 8000-OVER 15,000	
	1968	1980	1968	1980	1968	1980
Audio-Visual Instructional Media	0	1	0	0	0	0
Libraries	0	18	0	1	0	1
Media/AV/ Instructional Materials Center	2	3	0	0	1	0
Media/AV/ Instructional Services	0	1	0	1	0	0
Media Specialist	0	0	0	0	0	1
Resource Teachers	1	2	1	0	1	0
Total	0	0	0	0	5	14
	3	25	1	2	7	16

The data within Table 2.24 exhibit the distribution of the 32 instructional media supervisors at the secondary level. Once again, as with the K-12 and the elementary level, the 222 "smaller corporations" employ the largest percentage of individuals at this level, with 28 people (87.5%) of 32, followed by the 26 "medium-sized corporations," with 3 people (9.4%), and only 1 person (3.1%) in the 27 "larger corporations." Also, once again, when the data are viewed by position, the Director of Instructional Media category has a heavy concentration of people, with 26 persons (81.3%) of 32 individuals.

When the 1980 data are compared with the 1968 data, as presented in Table 2.25, there is no change in the number of instructional media supervisors employed at the secondary level by the "larger corporations" or the "medium-sized corporations;" however, as with the K-12 and the elementary level of responsibility, significant growth has occurred in the "smaller corporations," with an increase of 18 people (180.0%). Also, again, the heavy concentration is in the category of Director of Instructional Media.

TABLE 2.24

TITLES AND NUMBER OF SECONDARY
INSTRUCTIONAL MEDIA SUPERVISORS

DIRECTOR, SUPERVISOR, OR COORDINATOR	ENROLLMENT SIZE OF CORPORATION							
	LESS THAN 1000	1000-2000	2000-3000	3000-4000	4000-8000	8000-15,000	OVER 15,000	TOTAL
Audio-Visual	0	0	1	0	0	0	0	1
Instructional Media	0	15	5	2	3	1	0	26
Libraries	0	1	0	0	0	0	0	1
Media/AV/ Instructional Materials Center	0	0	0	2	0	0	0	2
Media Specialist	0	2	0	0	0	0	0	2
Total	0	18	6	4	3	1	0	32

TABLE 2.25

COMPARISON OF NUMBER OF SECONDARY
INSTRUCTIONAL MEDIA SUPERVISORS

DIRECTOR, SUPERVISOR, OR COORDINATOR	ENROLLMENT SIZE OF CORPORATION					
	SMALL UNDER 1000-4000		MEDIUM 4000-8000		LARGE 8000-OVER 15,000	
	1968	1980	1968	1980	1968	1980
Audio-Visual	5	1	1	0	0	0
Instructional Media	0	22	0	3	0	1
Libraries	0	1	0	0	0	0
Media/AV/ Instructional Materials Center	1	2	0	0	0	0
Media Specialist	4	2	2	0	1	0
Total	10	28	3	3	1	1

The data presented in Tables 2.18, 2.20, 2.22, and 2.24 represent the curriculum worker classification of instructional media supervisor and appear to warrant the following conclusions:

1. Instructional media supervisors are not employed in approximately two-thirds of the school corporations within the state.

2. The tendency among the 95 corporations that do employ individuals for this position is to employ them on a system-wide basis approximately one-half of the time.

3. The 222 school corporations with the smallest student enrollments dominate the employment of instructional media supervisors, with approximately one-fourth of them hiring approximately three-fifths of the individuals employed.

4. Of the 146 individuals employed as instructional media supervisors, a large concentration, over three-quarters, is found in the positions of Audio Visual Director and Instructional Media Director and/or Centers or Services.

The data presented in Tables 2.19, 2.21, 2.23, and 2.25 represent the changes that have taken place between 1968 and 1980 reparding the curriculum worker classification of instructional media supervisor and appear to warrant the following conclusions:

1. The growth in the number of school corporations in Indiana employing an instructional media supervisor has been significant, with an increase of 30 corporations (42.2%) reporting such employment. Although such growth is encouraging, it still leaves approximately two-thirds of the public school corporations not providing this type of assistance for their curriculum and/or instructional program.

2. Although there has been a slight reduction in the percentage of "larger corporations" and a slight increase in the percentage of "medium-sized corporations" employing instructional media supervisors, the significant growth has occurred in the "smaller corporations" increasing from 24 corporations (11.4%) of 211 in 1968 to 61 corporations (27.5%) of 222 in 1980.

3. The tendency of school corporations that do hire instructional media supervisors is to employ them less often for K-12 responsibilities, declining from 72.8 percent of such persons employed in 1968 to 48.6 percent in 1980. Whereas, in 1968, only 11.9 percent of the people employed as instructional media supervisors served at the elementary level and only 15.2 percent served at the secondary level; in 1980, these percentages became, respectively, 29.5 percent and 21.9 percent.

4. The number of persons employed as instructional media supervisors has remained virtually the same for both "larger corporations" and "medium-sized corporations." All of the growth in number of people employed, from 92 persons in 1968 to 146 persons in 1980, has occurred in the "smaller corporations" and has been virtually equal at the K-12 level, elementary level, and secondary level.

5. At all three levels of responsibility, there is now a heavy concentration in the category of Instructional Media with over two-thirds of the directors, supervisors, or coordinators carrying this title. Undoubtedly, this change is due, in large part, to the change in designation over the past 12 years in the audio-visual/media area.

Summary and Conclusions

The magnitude of the data reported in this section of the project, the large number of implications disclosed, and the number of inferences that can be derived from them, dictate the necessity for a summary statement.

The conclusions that appear warranted from the data have been stated within the analysis of each classification of curriculum worker. However, in order to gain increased insight, understanding, and meaningfulness, one must develop perspective of the total. The following summarization of the data and the inferences drawn from them is designed to assist in the development of this perspective.

SUMMARY OF CORPORATIONS EMPLOYING AND SUPERVISORS EMPLOYED

	Number	Percent
I. General Curriculum Supervisor		
Corporations Employing (275)	90	32.7
Larger (27) 8000-over 15,000	16	59.3
Medium (26) 4000-8000	16	61.5
Smaller (222) less than 4000	58	26.1
Individuals Employed (90)	89	-- -
Larger (27)	16	18.0
Medium (26)	16	18.0
Smaller (222)	57	64.0
A. Elementary and/or Secondary Supervisors		
Corporations Employing (275)	54	19.6
Larger (27)	23	85.2
Medium (26)	11	42.3
Smaller (222)	20	9.0
Elementary Supervisors Employed (54)	55	-- -
Larger (27)	31	56.4
Medium (26)	10	18.2
Smaller (222)	14	25.4
Secondary Supervisors Employed (54)	40	-- -
Larger (27)	22	55.0
Medium (26)	7	17.5
Smaller (222)	11	27.5

	Number	Percent
II. Subject Matter Supervisor		
Corporations Employing (275)	71	25.8
Larger (27)	18	66.7
Medium (26)	12	46.2
Smaller (222)	41	18.5
Individuals Employed (71)	233	-- -
Larger (27)	124	53.2
Medium (26)	52	22.3
Smaller (222)	57	24.5
Individuals Employed (71)	233	-- -
System-wide	105	45.1
Elementary	49	21.0
Secondary	79	33.9
Employment by Position (71)	233	-- -
Reading/Language Arts	58	24.9
Physical Education	26	11.2
Music	24	10.3
Practical Arts	23	9.9
Art	19	8.2

	Number	Percent
III. Instructional Media Supervisor		
Corporations Employing (275)	95	34.5
Larger (27)	20	74.1
Medium (26)	14	53.8
Smaller (222)	61	27.5
Individuals Employed (95)	146	-- -
Larger (27)	44	30.1
Medium (26)	16	11.0
Smaller (222)	86	58.9
Individuals Employed (95)	146	-- -
System-wide	71	48.6
Elementary	43	29.5
Secondary	32	21.9
Employment by Position (95)	146	-- -
Instructional Media	77	52.7
Audio-Visual	17	11.6
Media Services	12	8.2
Libraries	11	7.5

SUMMARY OF DIFFERENCES IN CORPORATIONS EMPLOYING AND SUPERVISORS EMPLOYED BETWEEN 1968 AND 1980

	Number	Percent
I. General Curriculum Supervisor		
Corporations Employing	24	36.4
Larger 8000-over 15,000	--	-- -
Medium 4000-8000	-2	-11.1
Smaller - less than 4000	26	81.3
Individuals Employed	21	30.9
Larger	-3	-15.8
Medium	-1	-5.9
Smaller	25	78.1
A. Elementary and/or Secondary Supervisors		
Corporations Employing	-6	-10.0
Larger	--	-- -
Medium	-9	-45.0
Smaller	3	17.6
Elementary Supervisors Employed	-9	-14.1
Larger	-2	-6.1
Medium	-8	-44.4
Smaller	1	7.7
Secondary Supervisors Employed	14	53.8
Larger	4	22.2
Medium	4	133.3
Smaller	6	120.0

	Number	Percent
II. Subject Matter Supervisor		
Corporations Employing	8	12.7
Larger	-8	-30.8
Medium	--	-- -
Smaller	16	64.0
Individuals Employed	-41	-15.0
Larger	-65	-34.4
Medium	26	100.0
Smaller	-2	-3.4
Individuals Employed	-41	-15.0
System-wide	-12	-10.3
Elementary	-35	-41.7
Secondary	6	8.2
III. Instructional Media Supervisor		
Corporations Employing	30	46.2
Larger	-4	-16.7
Medium	-3	-17.6
Smaller	37	154.2
Individuals Employed	54	58.7
Larger	-2	-4.3
Medium	-2	-11.1
Smaller	58	207.1
Individuals Employed	54	58.7
System-wide	4	6.0
Elementary	32	290.9
Secondary	18	128.6

1. Although there has been a slight increase in the number of school corporations employing curriculum workers in the past twelve years, it is still true in 1980, as it was in 1968, that a large majority of the school corporations in Indiana are small, rural corporations which provide little or no support services for teachers or the instructional program, nor do they usually employ curriculum workers.

2. Although there has been a slight increase in the number of general curriculum workers employed in the past twelve years, general curriculum workers employed to coordinate or direct a school corporation's curriculum development or instructional program planning are still highly concentrated within the larger corporations and are not sufficient in number to perform a vital, effective leadership function in the educational program within the state.

3. As was found in 1968, employment of curriculum workers within the state is not widespread within any classification. The exception, although not clarified by the data, may well be in the special services category with the growth of educational cooperatives.*

4. As was true in 1968, many teachers within the state receive no supervisory assistance with their instructional program. There is not only a noticeable lack of subject matter supervisors in any basic academic area but the whole classification of subject matter supervisor has been severely attritioned out over the past twelve years.

5. Although slight, it is encouraging to see growth over the past twelve years in both number of corporations employing curriculum workers and number of individuals so employed. Particularly, it is encouraging to observe growth in the number of individuals employed in the general curriculum supervisor classification and the instructional media supervisor category in the "smaller corporations."

6. Much assistance in the form of subject matter and/or curriculum workshops, in-service training programs, on-job assistance programs, and consulting service needs to be developed and oriented toward smaller, rural school corporations with limited resources and facilities. In addition, the curriculum training programs, administrative programs, and teacher-training programs at the master's degree level in Indiana universities need to deliberately engage in seeking alternative approaches, techniques, and programs that will be of assistance within all school corporations in improving the curriculum and/or instructional program.

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*See Lucas, Lawrence A. "Employment Trends for Indiana Public School Curriculum Workers, 1970-1980," *Indiana ASCD News*, January 1981, pp. 2-4 and March 1981, pp. 3-4.

III. GENERAL SUPERVISORS OF CURRICULUM

A follow-up questionnaire was sent to all general supervisors, as identified by the superintendents. Of the 184 questionnaires mailed, 120 were returned--a return of 65.2 percent. In 1968, of the 158 questionnaires mailed, 121 were returned--a return of 76.6 percent.

1. How long has the curriculum worker in Indiana held the present position?

1968

The general curriculum supervisor, K-12, has, on the average, been on the job 3.4 years, and 83 percent of the general curriculum supervisors in Indiana have been on the job five years or less. A surprising 21 percent of these generalists have held their present position for a year or less. The secondary curriculum specialist has been on the job an average of 4.1 years, and 81 percent of these curriculum workers have held the position for less than five years. Again, a surprising 25 percent of these curriculum specialists have been on the job for a year or less. The elementary curriculum specialist has, on the average, held the position for 5.4 years; and in contrast with the other curriculum workers, approximately a third of these curriculum specialists have held their position for over five years. The elementary curriculum specialist, without question, has been in evidence in Indiana longer than either the generalist, K-12, or the secondary curriculum specialist.

1980

The general curriculum worker, K-12, has, on the average, been on the job 5.6 years, and 60 percent of the general curriculum workers have been on the job five years or less. Only 12 percent of these generalists have held their present position for a year or less. The secondary curriculum specialist has been on the job an average of 5.8 years, and 50 percent of these curriculum workers have held the position for five years or less. Only 9 percent of these curriculum specialists have been on the job for a year or less. It would seem that the secondary curriculum specialist has been in evidence in Indiana for a somewhat longer time than the generalist, but this position continues to be infused with new personnel. The elementary curriculum worker in Indiana, on the average, has held the position for 7.9 years; and 45 percent of these curriculum workers have held the position for five years or less. Only two (6%) of the elementary curriculum workers have been on the job a year or less.

2. How long has the curriculum worker in Indiana been involved in educational (school) work?

1968

Three-fourths of the elementary and secondary curriculum workers have been involved in educational (school) work for over 16 years. Although the general curriculum worker, K-12, has been involved in school work for the shortest period of time--still approximately 61 percent of the generalists have been in the educational field for over 16 years.

1980

In all three categories of curriculum workers--general, K-12; secondary; and elementary--the average curriculum worker has been involved in educational work for approximately 20 years--20.8 years, 19.2 years, and 20.3 years, respectively. Two-thirds of all curriculum workers, in all three categories of curriculum workers, have been in curriculum work for over 16 years; 70 percent of general curriculum supervisors have been on the job 16 years.

3. What position did the curriculum worker hold in Indiana before accepting the present position?

1968

Two-thirds (67%) of the elementary curriculum workers had been principals or assistant principals before becoming elementary curriculum specialists. A lesser number of secondary curriculum specialists--56 percent--had held such a position prior to accepting their current position; and less than half the generalists, K-12--47 percent--had been principals or assistant principals prior to becoming a K-12 curriculum specialist. A number of elementary curriculum workers--18 (31%)--had been classroom teachers before becoming curriculum specialists. There was a greater variety in the kind of prior positions held by the general curriculum worker in contrast to the elementary and secondary curriculum worker.

1980

Most general curriculum supervisors (64%) came from the ranks of principals or assistant principals; but only 32 percent of elementary curriculum workers and 23 percent of secondary curriculum supervisors had been principals or assistant principals prior to accepting their current position. A number of elementary curriculum workers--13 (40%)--had been classroom teachers before becoming curriculum supervisors. Only five general curriculum workers (9%) had come through the classroom teacher route, while six (27%) of the secondary curriculum workers had been classroom teachers prior to accepting their current positions.

4. How is the salary of the curriculum worker defined?

1968

Salaries are determined in two major ways for curriculum workers in Indiana. One, many curriculum workers determine their individual salaries through individual negotiation with the superintendent and/or the school board. In fact, 50 percent of the secondary curriculum workers do this, and 40 percent of the generalists, K-12, and 22 percent of the elementary curriculum workers determine their salary in this manner. Two, many curriculum workers' salaries are tied to the teachers' salary schedule by index or administrative increment. In fact, 62 percent of the elementary curriculum worker's salary is determined by index or increment as is the salary of 40 percent of the generalists, K-12, and 37 percent of the secondary curriculum workers.

1980

Salaries are determined in three major ways for curriculum workers in Indiana. One, many curriculum workers determine their individual salaries through individual negotiation with the superintendent and/or the school board. In fact, 65 percent of the generalists negotiate their salary in this manner; while 50 percent of the secondary curriculum workers and 27 percent of the elementary curriculum workers determine their salary in this manner. Two, many curriculum workers' salaries are tied to the teachers' salary schedule by index or administrative increment. Thirty-six percent of the secondary curriculum workers' salary is determined this way, while 30 percent of the elementary curriculum workers and 13 percent of the generalists have their salary determined in a similar manner. Three, some curriculum workers are on an administrative salary schedule. This appears to be becoming more common as a way of determining salary. Twenty-four percent of elementary curriculum workers are on an administrative salary schedule; 8 percent of the generalists and 9 percent of the secondary curriculum workers also have their salary determined by an administrative salary schedule.

5. What is the highest degree held by the curriculum worker in Indiana?

1968

Most of the curriculum workers in Indiana hold the master's degree--78 percent of the elementary curriculum workers, 62 percent of the secondary curriculum workers, and 64 percent of the general curriculum workers. Fifteen curriculum workers (12%) have obtained at least a master's plus thirty hours. Four general curriculum workers and one elementary curriculum worker hold specialist degrees. Sixteen curriculum workers hold doctorates.

1980

An increasing number of curriculum workers hold doctorates or specialist degrees. Twenty-five (40%) general curriculum workers now hold doctorates; 10 (46%) secondary curriculum workers and nine (26%) elementary curriculum workers also now hold doctorates. The number of curriculum workers who hold specialist degrees has increased also. Fifteen (24%) general curriculum workers and five (15%) elementary curriculum workers now have specialist degrees. No secondary curriculum worker has a specialist degree. For both elementary and secondary curriculum workers, the majority still hold a master's degree or a master's plus.

6. What was the curriculum worker's major area of preparation?

1968

General curriculum workers, secondary curriculum workers, and elementary curriculum workers placed administrative training at the top of the list with respect to professional preparation. Twenty-six (55%) of the general curriculum workers, twenty-two (38%) of the elementary curriculum workers, and seven (44%) of the secondary curriculum workers had administrative preparation. Elementary education rated a close second in the preparation of the elementary curriculum workers with 21 (36%) indicating this as their major area of preparation. However, secondary education was rated a distant second in the preparation of secondary curriculum workers with only 3 (19%) indicating this as their major area of preparation.

1980

General curriculum workers, secondary curriculum workers, and elementary curriculum workers placed administrative training at the top of the lists as to professional training. Forty-three (65%) of the general curriculum workers had administrative preparation. Twenty-three (71%) of the elementary curriculum workers had administrative preparation, while 12 (55%) of the secondary curriculum workers were so prepared. Elementary education rated a close second in the preparation of elementary curriculum workers. Eighteen (53%) indicated elementary education as the major area of preparation. Five (15%) elementary curriculum workers listed curriculum as the major area of preparation. Secondary education has almost disappeared as a major area of preparation for secondary curriculum workers.

Eighteen (29%) general curriculum workers listed some secondary education content field such as English or science as a major area of preparation, and 12 (20%) listed curriculum as a major area of preparation. Interestingly enough, six (10%) general curriculum workers listed elementary education as a major area of preparation and three (5%) listed secondary education as a major area of preparation.

7. What license(s) or certification(s) does the curriculum worker in Indiana hold?

1968

Twenty-nine (62%) of the general curriculum workers hold the superintendent's license; 21 (45%) hold the secondary principal's certificate; 16 (34%) hold the elementary teaching certificate; and nine (19%) hold the elementary principal's certificate.

Eight (50%) of the secondary curriculum workers hold the superintendent's license; six (38%) hold the secondary principal's certificate.

Thirty-three (57%) of the elementary curriculum workers hold the supervisor's certificate; 30 (52%) hold an elementary teaching certificate; 28 (48%) hold the elementary principal's license; and 20 (34%) hold the superintendent's license.

1980

With the exception of the elementary curriculum workers, an increasing number of curriculum workers hold the superintendent's license. In fact, 38 (60%) of the general curriculum workers now hold the superintendent's license, while nine (41%) secondary curriculum specialists and nine (26%) elementary curriculum supervisors also now hold this license.

The general curriculum worker holds the following certificates:

20 people	(32%)	secondary principal
18 people	(30%)	administration and supervision
11 people	(17%)	guidance
7 people	(11%)	elementary principal
3 people	(5%)	curriculum

The general curriculum worker also holds certificates in a variety of content fields. The most common are:

13 people	(21%)	Social Studies
8 people	(13%)	Mathematics
7 people	(11%)	English
6 people	(10%)	Physical Education

The most common certificate for the elementary curriculum worker is an elementary teaching certificate--25 (74%). Fifteen (44%) elementary curriculum workers have certification as elementary administrators.

The secondary curriculum worker often has a supervisory certificate--7 (32%)--or a guidance certificate--4 (23%).

8. Does the curriculum worker in Indiana believe he/she has an adequate academic "training" or preparation for his/her current position?

1968

Seventy-nine (65%) of the curriculum workers in all categories responded *yes*, with the most enthusiastic group being secondary curriculum workers where 88 percent felt that their preparation was adequate.

Of these 79 curriculum workers, a majority of them (52%) referred to experience on the job as an important consideration, and 52 percent of them referred to graduate programs in college as adequate preparation for their current position.

Besides experience and graduate work, 16 (20%) of the curriculum workers indicated that courses in curriculum design and/or curriculum and supervision were valuable in preparing them for their current position; seven (9%) curriculum workers indicated that seminars and workshops were especially valuable as a part of their academic training; and seven (9%) curriculum workers indicated that professional meetings and conferences were helpful in obtaining an adequate academic background.

Forty (33%) of the curriculum workers in all categories found their academic "training" or preparation inadequate for their current position.

Thirteen (32%) of these curriculum workers found an inadequacy in the general area of curriculum. This lack was not only in curriculum design, development, and theory, but in knowledge of content fields as well. Eight (20%) of these curriculum workers felt a need for skill in "working with people" whether it was called human relations, practical psychology, group dynamics, or more knowledge of management and employment relationships.

1980

Of the 119 tabulated respondents, 94 (79%) said *yes*, they had adequate "training" or preparation for their current position. Secondary curriculum workers were unanimous in agreeing their preparation was adequate. More general curriculum workers--48 (76%)--were satisfied with their preparation than were elementary curriculum workers--24 (73%).

A surprising result of this survey was that the most frequently mentioned reason for adequate preparation for current position was the variety of advanced course work. The numbers for general curriculum worker, elementary curriculum worker, and secondary curriculum worker were, respectively, 31 (49%), 15 (44%), and 15 (68%). The second most frequently mentioned reason for adequate preparation was on-the-job experience, field experiences and/or internship. Forty-two respondents (35%) noted the importance of this training.

Only 20 (17%) of the total number of respondents indicated that their preparation was inadequate. Without question, the most important need expressed was course work in curriculum development--16 of 20 so responded. Five of these 20 curriculum workers expressed a desire for field experience, and five people noted a need to become more updated on current trends and practices.

9. What percentage of the curriculum worker's time (on a yearly average) is spent on school tasks not related to his/her current position?

1968

The average general curriculum worker said 29 percent; the elementary curriculum worker 23 percent; and the secondary worker was in between with 26 percent.

Is that amount of time spent on tasks not related to position increasing, decreasing, or remaining about the same? Of the general curriculum workers, 38 percent saw the amount of time increasing on non-role related tasks, while 45 percent saw the time remaining about the same. Six percent saw the time decreasing, while 11 percent did not respond to the question.

Of the elementary curriculum workers, 45 percent saw the amount of time as increasing, while 38 percent saw the time remaining about the same. Five percent saw the time as decreasing, while 12 percent did not respond to the question.

Of the secondary curriculum workers, 44 percent saw the amount of time as increasing, while 31 percent saw the time remaining about the same. Twelve percent saw the time as decreasing, while 13 percent did not respond to the question.

1980

Only 73 (61%) of the 119 curriculum workers responded to this question. Of those who responded, the general curriculum workers said 25 percent of their time is spent on tasks not related to position, while the elementary curriculum worker said 16 percent, and the secondary curriculum worker said 14 percent.

Is the amount of time spent on tasks not related to position increasing, decreasing, or remaining about the same? Almost half of the 119 curriculum workers who responded to this question--57 (48%)--saw the amount of time spent on tasks not related to the position increasing, while 46 (39%) saw the time remaining about the same. Only three persons (3%) saw a decrease of time spent on tasks not related to position. Eleven percent of the curriculum workers did not respond to this item.

10. How can the curriculum worker become more effective--attending conferences and/or workshops, taking university courses, professional reading, talking informally with job-alike people, or working on the job?

When asked to indicate, in rank order, the above items that make them more effective curriculum workers the following results occurred:

1968

	General	Elementary	Secondary
1.	Working on the job	Work..g on the job	Working on the job
2.	Professional reading	Professional reading	Talking informally
3.	Talking informally	Conferences and workshops	Professional reading
4.	Conferences and workshops	Talking informally	Conferences and workshops
5.	Taking university courses	Taking university courses	Taking university courses

1980

	General	Elementary	Secondary
1.	Working on the job	Working on the job	Working on the job
2.	Talking informally	Conferences and workshops	Talking informally
3.	Conferences and workshops	Talking informally	Conferences and workshops
4.	Professional reading	Professional reading	Professional reading
5.	Taking university courses	Taking university courses	Taking university courses

11. What duties are a part of the curriculum workers' work load and/or consume some part of their time?

1968

Twenty-one items were presented in the questionnaire as possible activities for curriculum workers as a part of their work load and/or consuming some part of their time. Table 3.1 shows the responses to these items.

Added to the list of twenty-one items by respondents were teacher association negotiation and guidance, directing special education, and working with exploratory teachers.

The five duties on which the general curriculum worker indicated he/she spent most of his time, in order of importance, were:

1. Working with curriculum committees
2. Maintaining articulation of the curriculum between grades
3. Coordinating work of special personnel
4. Assisting in textbook adoption
5. Developing and/or coordinating in-service activities

The five duties on which the secondary curriculum worker indicated he/she spent the most time, in order of importance, were:

1. Working with curriculum committees
2. Maintaining articulation of the curriculum between grades
3. Personnel work
4. Coordinating work of special personnel
5. Developing and/or coordinating in-service actitivies

The five duties on which the elementary curriculum worker indicated he/she spent the most time, in order of importance, were:

1. Working with curriculum committees
2. Supervising new teachers
3. Developing and/or coordinating in-service activities
4. Personnel work
5. a. Maintaining articulation of curriculum between grades
   b. Preparation of curriculum bulletins and material
   c. Assisting and aiding experienced teachers

The five duties on which the general curriculum worker indicated he/she spent the most time, in order of importance, were:

1. Orientation of new teachers to the school system
2. Assisting and aiding experienced teachers
3. Public relations work

TABLE 3.1
PERCENTAGE OF CURRICULUM WORKERS INDICATING
A DUTY AS PART OF WORK LOAD

DUTIES OF CURRICULUM WORKER	PERCENTAGE		
	GENERAL CURRICULUM WORKER	SECONDARY CURRICULUM WORKER	ELEMENTARY CURRICULUM WORKER
1. Developing and/or coordinating in-service activities	100%	100%	95%
2. Working with curriculum committees	93	100	95
3. Assisting in textbook adoption	96	100	98
4. Maintaining articulation of the curriculum between grades, etc.	92	100	86
5. Maintaining continuity & reasonable similarity of curriculum	89	94	90
6. Public relations work-community groups	89	87	83
7. Orientation of new teachers	83	81	97
8. Preparation of curriculum bulletins & materials	83	94	97
9. Assisting & aiding experienced teachers	79	87	97
10. Personnel work, especially hiring new teachers	77	81	69
11. Evaluating the curriculum experiences of students	77	75	83
12. Coordinating work of special personnel, supervisors & consultants	75	69	67
13. Organizing & directing summer remedial and/or enrichment programs	70	63	71
14. Reviewing orders for instructional materials	68	69	83
15. Counseling or working with problem teachers	60	75	86
16. Supervising new teachers	60	75	86
17. Working with others in developing & interpreting reporting practices	60	81	83
18. Developing and/or coordinating research projects	58	50	45
19. Developing and/or coordinating testing programs	58	50	66
20. Working with substitute/student teachers	49	75	64
21. Demonstration teaching	19	19	52

4. Preparation of curriculum bulletins and materials
5. Working with substitute teachers and/or student teachers

The five duties on which the secondary curriculum worker indicated he/she spent the least amount of time, in order of importance, were:

1. Working with others in developing and interpreting effective reporting practices
2. Working with substitute teachers and/or student teachers
3. Counseling and working with problem teachers
4. Supervising new teachers
5. a. Orientation of new teachers to the school systems
   b. Developing and/or coordinating testing program
   c. Developing and/or coordinating research projects

The five duties on which the elementary curriculum worker indicated he/she spent the least amount of time, in order of importance, were:

1. Reviewing orders for instructional materials
2. Working with others in developing and interpreting effective reporting practices
3. Working with substitute teachers/student teachers
4. Counseling and working with problem teachers
5. a. Developing and/or coordinating testing program
   b. Public relations work

1980

Twenty-two items were presented in the questionnaire as possible activities for curriculum workers as a part of their work load and/or consuming some part of their time. Table 3.2 shows the responses to these items.

The five duties on which the general curriculum worker indicated he/she spent the most amount of time, in order of importance, were:

1. Maintaining articulation of the curriculum between grades and between school levels
2. Working with curriculum committees
3. Involvement with the CAPPS program
4. Maintaining continuity and reasonable similarity of curriculum within the same grade levels
5. Personnel work, especially hiring new teachers

The five duties on which the secondary curriculum worker indicated he/she spent the most amount of time, in order of importance, were:

1. a. Working with curriculum committees
   b. Maintaining continuity and reasonable similarity of curriculum within the same grade levels

TABLE 3.2
PERCENTAGE OF CURRICULUM WORKERS INDICATING
A DUTY AS PART OF WORK LOAD

DUTIES OF CURRICULUM WORKER	PERCENTAGE		
	GENERAL CURRICULUM WORKER	SECONDARY CURRICULUM WORKER	ELEMENTARY CURRICULUM WORKER
1. Developing and/or coordinating in-service activities	94%	82%	91%
2. Working with curriculum committees	95	100	94
3. Assisting in textbook adoption	97	95	97
4. Maintaining articulation of the curriculum between grades, etc.	98	95	97
5. Maintaining continuity and reasonable similarity of curriculum	97	91	97
6. Public relations work-community groups	87	82	82
7. Orientation of new teachers	57	59	76
8. Preparation of curriculum bulletins and materials	86	82	91
9. Assisting and aiding experienced teachers	70	64	88
10. Personnel work, especially hiring new teachers	68	50	65
11. Evaluating the curriculum experiences of students	71	82	74
12. Coordinating work of special personnel, supervisors and consultants	78	77	76
13. Organizing and directing summer remedial and/or enrichment programs	57	50	53
14. Reviewing orders for instructional materials	76	68	76
15. Counseling or working with problem teachers	51	64	85
16. Supervising new teachers	25	45	59
17. Working with others in developing and interpreting reporting practices	76	64	79
18. Developing and/or coordinating research projects	62	59	44
19. Developing and/or coordinating testing programs	86	82	82
20. Working with substitute/ student teachers	41	41	44
21. Demonstration teaching	10	27	15
22. Involvement with the CAPPS program	94	95	97

3. a. Assisting in textbook adoption
   b. Maintaining articulation of the curriculum between grades and between school levels
5. Coordinating work of special personnel, supervisors, and consultants

The five duties on which the elementary curriculum worker indicated he/she spent the most amount of time, in order of importance, were:

1. Working with curriculum committees
2. Assisting in textbook adoption
3. a. Involvement with the CAPPS program
   b. Maintaining articulation of the curriculum between grades and between school levels
5. Maintaining continuity and reasonable similarity of curriculum within the same grade levels

The five duties on which the general curriculum worker indicated he/she spent the least amount of time, in order of importance, were:

1. a. Reviewing orders for instructional materials
   b. Working with others in developing and interpreting reporting practices
3. a. Orientation of new teachers to the school system
   b. Developing and/or coordinating research projects
5. Preparation of curriculum bulletins and materials

The five duties on which the secondary curriculum worker indicated he/she spent the least amount of time, in order of importance, were:

1. Reviewing orders for instructional materials
2. Orientation of new teachers to the school system
3. a. Evaluating the curriculum experiences of students
   b. Organizing and directing summer remedial and/or enrichment programs
5. a. Counseling or working with problem teachers
   b. Assisting and aiding experienced teachers
   c. Developing and/or coordinating research projects

The five duties on which the elementary curriculum worker indicated he/she spent the least amount of time, in order of importance, were:

1. Orientation of new teachers to the school system
2. Assisting and aiding experienced teachers
3. Counseling or working with problem teachers
4. Working with substitute and/or student teachers
5. Preparation of curriculum bulletins and materials

12. Have curriculum workers seen a change in the kinds of duties that they perform over the last several years?

1968

Sixty-six of the 121 curriculum workers (55%) sampled said *yes*. Elementary curriculum workers indicated the greatest change in duties--60 percent. Fifty-one percent of the general curriculum workers have noted change, while 43 percent of secondary curriculum workers indicated a change in duties.

What are the most frequent factors that are mentioned in the change of duties? Twelve of the 66 curriculum workers (18%) who had noted change in duties over the last several years noted that they spent more time on community public relations. Second on the list of changes was the amount of time writing applications for federally funded projects, administering projects, evaluating projects--noted by eleven curriculum workers (17%). Third, nine curriculum workers indicated more time was spent on purely administrative duties. Fourth, eight curriculum workers indicated that they were spending more time on textbook and material selection. Seven curriculum workers noted that they spent more time on committee-group work with teachers. Seven curriculum workers also indicated that they were becoming more involved with general, long-term planning. Six curriculum workers indicated that more time was being spent in the recruitment of teachers. Finally, four curriculum workers noted that they were spending more time in coordinating coordinators, supervisors, and consultants; in teacher evaluation and supervision; in professional negotiation with teachers; and with increased paper work and red tape.

1980

Seventy-seven of the 119 curriculum workers (65%) responded *yes*. Seventy-three percent of the secondary curriculum workers noted a change in the kinds of duties they perform, 70 percent of the elementary curriculum workers noted a change, and 60 percent of the generalists, K-12, noted a change.

What are the most frequent factors that are mentioned in the change of duties? Without question, the greatest change has been in the time and attention given to federal and state regulations with the accompanying paper work. Forty-seven (40%) respondents noted this change. Enrollment decline with contingent concern about accountability and budgeting was mentioned by 35 (30%) curriculum workers--none of whom were secondary curriculum workers. Other factors mentioned as causing a change in duties were as follows:

19 people	(16%)	public relations
19 people	(16%)	professional negotiations
17 people	(14%)	CAPPS
15 people	(13%)	special education (P.L. 94-142)

Particularly interesting in the responses of the elementary curriculum workers was the belief, by 15 percent of them, that their position as a curriculum worker had moved more toward a line position rather than a staff position; in addition, there have been increased duties because of staff reduction.

13. Do curriculum workers in Indiana have a clearly defined list of job specifications?

1968

Fifty-one of the 121 curriculum workers surveyed (42%) indicated that they do have a clearly defined list of job specifications. General curriculum workers are most likely to have job descriptions-- 56 percent have them--, while 43 percent of the elementary curriculum workers have such job descriptions.

1980

Eighty-three curriculum workers (70%) indicated they had a clearly defined job description. Two-thirds of the general curriculum workers indicated a job specification list, while 73 percent of both elementary and secondary curriculum workers have such a list.

Conclusions

1. Since the 1968 survey, the position of general curriculum worker, in Indiana, appears to be less a new and emergent one. Also, since the last survey, the position of secondary or elementary curriculum specialist has achieved greater stability--personnel have been on the job longer.

2. Since the 1968 survey, the length of time spent in educational work by all three categories of curriculum workers has become very similar--approximately 20 years.

3. Since the 1968 survey, there has been a dramatic lessening of the number of elementary and secondary curriculum workers coming from the ranks of principals and assistant principals, but on the other hand, an increasing number of general curriculum workers are coming from these ranks. However, it appears that the entry routes for all three categories of curriculum workers have become more diversified.

4. Although the salary of the curriculum worker is generally determined by index or administrative increment tied to the teachers' salary schedule, it may also be a part of an administrative salary schedule or determined by individual negotiation with the superintendent and/or school board. Since the 1968 survey, an increasing percentage of curriculum workers negotiate their salary with the superintendent and/or school board.

5. The master's degree is the highest degree held by most elementary and secondary curriculum workers. However, since the 1968 survey an increasing number of curriculum workers hold doctorates or specialist degrees--particularly true of the general curriculum worker, K-12.

6. Since the 1968 survey, it appears increasingly that administration is the curriculum worker's major area of preparation.

7. Since the 1968 survey, an increasing number of general curriculum workers, K-12, and secondary curriculum workers hold the superintendent's license. Currently, the elementary curriculum workers' most common certification is that of elementary teacher.

8. As was true in the 1968 survey, most curriculum workers believe they have adequate academic training for their current position. Without question, the most important need expressed by the respondents who felt inadequately prepared was course work in curriculum development.

9. Since the 1968 survey, the amount of time spent on school tasks not related to current position has decreased for all three categories of curriculum workers. However, over one-half of these curriculum workers felt that the amount of time spent on tasks not related to positions was increasing.

10. As was true in the 1968 survey, distinctions can be made between the duties that the various kinds of curriculum workers--general, elementary, and secondary--perform.

11. Since the 1968 survey, an increasing percentage of all curriculum workers are seeing a change in the kinds of duties they perform. Without question, the greatest change has been in the time and attention given to federal and state regulations with the accompanying paperwork. Enrollment decline with its contingent concerns was frequently mentioned as a factor causing a change in duties.

12. Since the 1968 survey, a dramatically increasing number of curriculum workers indicate they have a clearly defined job description.

IV. SUBJECT MATTER SUPERVISORS

Through the use of a structured, random selection method, 140 follow-up questionnaires, out of a total possible 233, were mailed to subject matter supervisors as they had been identified by the superintendents. The method of selection ensured that subject matter supervisors from all curriculum areas and all levels of responsibility were included. The eleven curriculum areas represented were: Business, English, Fine Arts (including art and music, both vocal and instrumental), Foreign Language, Home Economics, Mathematics, Physical Education (including athletics, safety, health, and driver education), Practical Arts (including industrial arts, vocational career, and adult education), Reading-Language Arts, Science, and Social Studies. Eighty-two of the subject matter supervisors contacted returned their questionnaires providing a return of 58.6 percent. In 1968, the same structured, random selection method was used and the same 11 curriculum areas were represented. At that time, 140 questionnaires were mailed out of a possible 266 subject matter supervisors. Eighty-eight of the subject matter supervisors contacted returned their questionnaires providing a return of 62.9 percent.

1. How long has the subject matter supervisor in Indiana held the present position?

1968

On the average, subject matter supervisors in this state have held their present positions for 6.6 years. Sixty (68%) of these individuals have held their present positions for less than 6 years. The 6.6 year average is brought about by the 9 individuals in the over-15-year category whose service ranges from 18 years to 37 years. When these 9 people are removed from the sample the average number of years at the present position becomes 4.9, which is probably a more nearly accurate figure for all 266 subject matter supervisors identified within the state.

Although some individuals have occupied their present positions as subject matter supervisor for long periods of time, 90 percent of these people assumed their present positions within the past 10 years and 60 percent of them within the last 5 years. This would seem to indicate that within many school corporations the position of subject matter supervisor is an emerging and developing one.

1980

On the average, subject matter supervisors in this state have held their position for 7.7 years. The range is from seven persons in their first year to two people in their 27th year.

Ten (12%) of these subject matter supervisors have occupied their present position for over 15 years; eleven (13%) of them have held their present position as subject matter supervisor for 10 to 15 years. Of these 82 people, 74 percent assumed their present position within the past 10 years and 45 percent of these within the last five years.

2. How long has the subject matter supervisor been involved in educational (school) work?

1968

The average number of years which the subject matter supervisor has been involved in educational work is 20; the range is from 14 to 30 years. With very few exceptions these individuals exhibit much longevity in educational work. Approximately one-fifth of them have between 30 and 42 years of service, over one-fourth between 20 and 30 years, over two-fifths between 10 and 20 years, and less than one-eighth under 10 years.

Thus, even though the position of subject matter supervisor may be an emerging and developing one for many school corporations, the individuals occupying these positions have been in educational work for many years.

1980

The average number of years in which the subject matter supervisor has been involved in educational work is 22.5; the range is from 8 to 43 years. Subject matter supervisors exhibit much longevity in educational work. Just under one-fourth of them (23%) have between 30 and 43 years of service, two-fifths (40%) between 20 and 30 years, approximately one-third (34%) between 10 and 20 years, and only two individuals (2%) have under 10 years.

3. What position did the subject matter supervisor hold in Indiana before accepting the present position?

1968

The data presented in Table 4.1 reveal that three-fifths of these people had held teaching positions prior to assuming their present positions as subject matter supervisors. Only one-sixth and one-eighth, respectively, had held a consultant/supervisory position or had been a department head; only three individuals came from a principalship and three from college faculties. It would appear from the previous experience of most of these individuals, by prior position held, that they possess many experiences as a teacher that can be of great assistance as a supervisor. On the other hand it is doubtful that they have had experiences in administration or the administrative relationships necessary to the supervisor.

TABLE 4.1

SUBJECT MATTER SUPERVISORS BY PRIOR POSITION
1968

PRIOR POSITION	NUMBER	PERCENTAGE
Teacher	53	60.2
Consultant or Supervisor	15	17.0
Department Head	12	13.6
Principal	3	3.4
College	3	3.4
Guidance	1	1.2
None	1	1.2
Total	88	100

1980

The data presented in Table 4.2 reveal that over three-fifths of these people held teaching positions prior to assuming their present positions as subject matter supervisors. Almost another one-fifth had held a consultant, supervisor, or director position and just over one-tenth had been department heads. It would appear, by prior position held, that a vast majority of subject matter supervisors possess many experiences as a teacher that can be of great assistance to a supervisor.

TABLE 4.2

SUBJECT MATTER SUPERVISORS BY PRIOR POSITION
1980

PRIOR POSITION	NUMBER	PERCENTAGE
Teacher	50	61.7
Consultant/Supervisor or Director	15	18.5
Department Head	9	11.1
Principal	2	2.5
College	2	2.5
Student	1	1.2
Nurse	1	1.2
None	1	1.2
Total	81	99.9

4. How is the salary of the subject matter supervisor determined?

1968

Salaries for subject matter supervisors in Indiana appear to be determined in a number of ways. However, there seem to be two prime methods used which have variations giving the appearance of many different methods. One, salaries are tied to the teachers' salary schedule by index, ratio, or percentage. Two, salaries are based upon the teachers' salary schedule with a set administrative increment.

Forty-three supervisors (55%) work under some type of index scale. Twenty-six supervisors (33%) are paid on the basis of the teachers' salary schedule with a set increment beyond for supervisory duties. Seven supervisors (9%) are not paid differentially from teachers although several indicated a car allowance. Only two supervisors (2%) have their salaries determined by negotiation separate from teachers.

1980

Salaries for subject matter supervisors in Indiana are determined in a number of ways. However, there appear to be five prime methods with variations. One, salaries are tied to the teachers' salary schedule by index, ratio, percentage, or set increment beyond--32 supervisors (41%) are paid on this basis. Two, supervisors are not paid differently from teachers (although several indicated a car or mileage allowance)--17 people (22%) indicated this salary determination. Three, supervisors are paid on an administrative salary schedule basis--13 people (17%) so indicated. Four, salaries are determined through negotiation with superintendent and/or school board--10 supervisors (13%) are paid on this basis. Five, supervisors are paid on a separate supervisors' salary schedule--6 people (7%) so indicated.

5. What is the highest degree held by the subject matter supervisor in Indiana?

1968

A majority--73 (83%)--of the subject matter supervisors hold the master's degree. Only four supervisors (5%) have only a bachelor's degree, while eight (9%) hold specialist degrees and three (3%) have doctorates. As a group, subject matter supervisors represent a high level of academic training.

1980

No supervisors have only a bachelor's degree. A majority--60 (73%)--of subject matter supervisors hold the master's degree, while 4 (5%) hold a master's degree plus 30 hours and 2 (2%) hold a master's degree plus 48 hours. Seven supervisors (9%) hold specialist degrees and nine (11%) hold doctorates. As a group, subject matter supervisors represent an extremely high level of academic training.

6. What was the subject matter supervisor's major area of preparation?

1968

Thirty-one subject matter supervisors (37%) placed an academic discipline first on the list with respect to professional preparation. Thirty-two supervisors (38%) indicated preparation in music education (15), math education (2), science education (1), business education (1), physical education (6), home economics education (3), or art education (4). Thirteen supervisors (15%) were trained in elementary education with seven of them listing reading as their major preparation. Seven supervisors (8%) indicated training in industrial arts in university programs designed for this purpose, while one supervisor (1%) gave administration as his major area and one (1%) gave vocational training.

Twenty-seven supervisors listed more than one area of preparation, such as math/chemistry, biological and general sciences, French/music/art, or physical education/social studies. Five persons listed administrative or supervisory training in conjunction with an academic area.

The data rather obviously indicate two major means of preparation: one, preparation in an academic discipline; two, preparation through an educational program designed to develop a specialist in one academic area. No inferences can be drawn from this data as to which of these two means is more appropriate or whether either way is increasing or decreasing as a way of preparation for subject matter supervisors.

1980

Twenty-nine subject matter supervisors (35%) placed an academic discipline first on the list with respect to professional preparation. Thirty-two supervisors (39%) indicated preparation in physical education (10), music education (7), art education (5), industrial arts education (2), and science education (1). Fourteen supervisors (17%) were trained in elementary education with three of them listing reading as their major preparation and one of them listing early childhood education. Four supervisors (5%) did not indicate a major area.

Fifteen supervisors listed more than one area of preparation, such as English/Latin/mathematics, school administration/physical education, or elementary education/reading specialist/administration. Five persons listed administrative training in conjunction with an academic area while three supervisors (4%) listed administration as their major area of preparation.

The data rather obviously indicate two major means of preparation: one, preparation in an academic discipline; two, preparation through an educational program designed to develop a specialist in one academic area.

7. What license(s) or certification(s) does the subject matter supervisor in Indiana hold?

1968

Just over one-half of these individuals--45 supervisors--indicated that they have more than one license. However, well over one-half listed more than one area of endorsement.

Very few subject matter supervisors report that they hold a supervisory certificate. Sixty-nine supervisors (78%) are working under a subject matter specialization provision which permits them to supervise in their area of academic concentration. Only four people (5%) hold the General Elementary Supervisor Certificate. Two people (2%)

appear to be operating under the School Superintendent Certificate and nine (10%) indicate they have a Reading Specialist endorsement. As far as could be determined from the information supplied, three supervisors (3%) do not hold appropriate credentials for their present position.

1980

Just under one-half of these individuals--39 supervisors--indicated that they had more than one license. Fifty-five supervisors (67%) are working under a subject matter specialization provision which permits them to supervise in their area of academic concentration. Nineteen supervisors (23%) hold an administration license (elementary, secondary and/or superintendent), while six supervisors (7%) list the Director of Vocational Education license and two people (3%) list a school services personnel license. Very few subject matter supervisors report that they hold a supervisory certificate--only four persons so reported.

8. Does the subject matter supervisor in Indiana believe he/she has an adequate academic "training" for his/her current position?

1968

Sixty-six (75%) subject matter supervisors responded *yes*. Three supervisors (3%) said both *yes* and *no*: *yes*, in relation to curriculum area; *no*, in relation to affecting other teachers' behavior.

When asked why in relation to their response, of the 66 supervisors who responded *yes* to this question, 52 of them indicated academic training (39%), or academic training and teaching experience (45%) as the reason for doing so. Five supervisors (9%) stated academic training and work experience as their reasons for responding *yes*. A few individuals indicated continued individual study, and others responded that attendance at summer institutes or workshops had been the most beneficial.

Of the 19 (22%) subject matter supervisors who replied *no* to the question of adequate academic "training," 11 of them felt this deficiency in the area of supervision. Six of these 19 supervisors felt that they lacked adequate academic training for their present position. Two people felt inadequately prepared because of lack of understanding of curriculum development.

1980

Sixty-eight subject matter supervisors (83%) responded *yes*. When asked why in relation to their response, 64 supervisors replied. Twenty-nine (45%) of these 64 individuals indicated academic training and educational experiences as the reasons. Nine people (14%) indicated work experience and workshops as the reasons, while 5 persons (8%)

listed courses and seminars, 5 persons (8%) listed previous work experiences, and 7 persons (11%) listed excellent academic training. A few individuals indicated a variety of experiences in business and several others indicated continued individual study.

Fourteen supervisors (17%) replied *no* to the question. Although a number of these individuals felt unprepared for increasing responsibilities due to decline in personnel, they gave no indication as to how they felt about the adequacy of their academic preparation. Those who did give an indication seemed, in general, to feel a lack of appropriate training in curriculum development and/or teacher evaluation techniques, and/or handling personnel problems, and/or in dealing with budgetary matters.

9. What percentage of the curriculum worker's time (on a yearly average) is spent on school tasks not related to his/her current position?

1968

The average amount of time spent on school tasks not related to current position for all subject matter supervisors who responded to the question is 13.5 percent. When the data are viewed by curriculum area no significant departure from this percentage is found in any area.

Regarding whether or not the amount of time spent on school tasks not related to position is increasing, decreasing, or remaining about the same, the data show the following:

1. Twenty-nine supervisors (35%) indicated that the time spent on non-related tasks was increasing. Further they indicated that they presently spend, on the average, 21.5 percent of their time this way.

2. Only four supervisors (5%) stated that they were spending a decreasing amount of time on non-related tasks. Such time now represents 10.0 percent of their working time.

3. Thirty-eight supervisors (46%) said that the time spent on non-related tasks was remaining about the same--an average of 11.6 percent of their working time.

1980

The average amount of time spent on school tasks not related to current position for all subject matter specialists who responded to the question is 18.9 percent.

Regarding whether or not the amount of time spent on school tasks not related to position is increasing, decreasing, or remaining about the same, the data show the following:

1. Thirty-three supervisors (47%) indicated that the time spent on non-related tasks was increasing. Further, 26 of the 33 supervisors indicated that they presently spend, on the average, 25.2 percent of their time this way.

2. Only one supervisor (2%) stated that he/she was spending a decreasing amount of time on non-related tasks.

3. Thirty-six supervisors (51%) said that the time spent on non-related tasks was remaining about the same. Further, 24 of the 36 supervisors indicated that they presently spend, on the average, 12.9 percent of their time this way.

10. How can the subject matter supervisor become more effective--by attending conferences and/or workshops, taking university courses, professional reading, talking informally with job-alike people, or by working on the job?

1968

The agreement by subject matter supervisors as to which of these options was most valuable and which was least valuable appears in ranked order as follows:

1. Working on the job
2. Attending conferences and/or workshops
3. Professional reading
4. Talking informally with job-alike people
5. Taking university courses

Although this is the rank order indicated by total point value on a 1 to 5 scale, statistically there are three breakdowns--that is, items 1 and 2, items 3 and 4, and item 5. Items 3 and 4 for all practical purpose are judged to be of equal value.

When the data are viewed by curriculum area there is some deviation from the total rank order. For example, math, foreign language, and business education supervisors do not rank "Taking university courses" as least valuable. Also, science, business education, physical education, music, and home economics supervisors do not list "Working on the job" as most valuable but rather place "Attending conferences and/or workshops" first. However, in only two instances (business education and math) do the items "Professional reading" and "Talking informally with job-alike people" leave their middle position.

1980

The agreement by subject matter supervisors as to which of these options was most valuable and which was least valuable appears in ranked order as follows:

1. Working on the job
2. Attending conferences and/or workshops
3. Professional reading
4. Talking informally with job-alike people
5. Taking university courses

Although this is the rank order indicated by total point value on a 1 to 5 scale, statistically, there are three breakdowns--that is, item 1 and item 2, items 3 and 4, and item 5. Items 3 and 4 for all practical purposes are judged to be of equal value.

Forty-eight percent of the subject matter supervisors placed "Working on the job" first and 59 percent placed "Taking university courses" as last.

11. What duties are a part of the subject matter supervisor's work load and/or consume some part of his/her time?

The 1980 data were not comparable with the 1968 data and, thus, are not being reported within this study.

12. Have subject matter supervisors seen a change in the kinds of duties that they perform over the last several years?

1968

Sixty-four supervisors (73%) replied *yes* while twenty-one (24%) said *no*. The supervisors who did see change in the kinds of duties they perform in their current positions were then asked in what manner or way they perceived their role as changing.

What are, then, the most frequent factors mentioned in the change of duties? What trends or directions are found to exist as role changes? An analysis of the statements made by these subject matter supervisors regarding their perception of their changing role, in light of the aforementioned questions, showed inconsistency. That is, many of these individuals see their role as changing, but the changes, as they perceive them, are not the same from job position to job position. For example, one home economics supervisor states, "Hence I'm involved more heavily in curriculum development and to realistically up-date the offerings much time is spent in searching for current, valuable teaching materials, resources, etc." Another one says, "Budgeting for capital outlay, repair and replacement, and instructional

supplies continues to be a growing responsibility." One industrial arts supervisor reports, ". . . more time spent on curriculum and personnel problems." Another says, "Much more paper work," or "Reports are taking more time than they are worth."

Additionally, there does not appear to be any overall pattern or direction towards which the position called "subject matter supervisor" is moving. A number of supervisors report more use of their services by classroom teachers: "I can see that more teachers are using my services," or "More time consulting with individual teachers about problems relating to teaching." Yet, another group of supervisors reports less teacher contact: "At one time I was scheduled to visit all elementary teachers several times a year--now we spend most of our time with those teachers who need help," or "This has resulted in less time to visit teachers for helping improve their competence." One supervisor says, "In recent years there has been more and more of the 'busywork' connected with the position." Another seems to be "functioning more and more as an instrument to enable change in curriculum and in people."

Even with the variance in supervisors' perceptions on how their role is changing, certain aspects of change do have a tendency to reappear. The data do not support these aspects strongly enough to call them trends or directions, but rather they are beginning to look like reappearing themes: (1) great increase in the number of different activities involved in the job, (2) development of more in-service work--particularly learning to work with larger groups, (3) more time being devoted to improving curriculum, coordinating activities, and personnel problems, (4) becoming better informed about current projects and materials.

1980

Fifty-five supervisors (67%) replied *yes* while 23 (28%) said *no*. The 55 supervisors who did see change in the kinds of duties they perform in their current positions were then asked in what manner or way they perceived their role changing.

What are, then, the most frequent factors mentioned in the change of duties? What trends or directions are found to exist as role changes? An analysis of the statements made by these subject matter supervisors regarding their perception of their changing role, in light of the aforementioned questions, showed inconsistency.

However, even with the variance in supervisors' perceptions on how their role is changing, certain aspects do have a tendency to reappear: (1) more time and energy put into federal and state funding and grants and budget management, (2) economic climate and declining enrollments (with accompanying cut-backs) has had a number of effects--

moving from program development to maintaining existing curriculum, less evaluation of the instructional program, increased responsibilities for subject matter supervisors, (3) more administrative duties and less time for supervision activities, (4) more involved each year--planning for gifted, mainstreaming, CAPPS, community groups and parent involvement, new content in subject areas.

13. Do subject matter supervisors in Indiana have a clearly defined list of job specifications?

1968

Thirty-two supervisors (36%) replied positively to this question and fifty-five (63%) replied negatively. The thirty-two individuals who indicated that they did have a defined list of job specifications were scattered among all subject areas. No one subject matter area appeared to be any different from any other regarding the use of job descriptions. There appears to be a good deal of uniformity among these descriptions as to expectancies and responsibilities.

1980

Fifty-two supervisors (63%) replied positively to this question and 30 (37%) replied negatively. The 52 individuals who indicated that they did have a defined list of job specifications were scattered among all subject areas. There does appear, however, to be a good deal of uniformity among these descriptions as to expectancies and responsibilities regardless of content area.

Conclusions

1. Since the 1968 survey, the position of subject matter supervisor in Indiana, appears to be less a new and emergent one--personnel have been on the job longer. This is also reflected in the length of time having been spent in educational work.

2. As was true in the 1968 survey, three-fifths of the subject matter supervisors indicate teaching as their immediate prior position and approximately another one-fifth indicate consultant, supervisor, or director as their immediate prior position.

3. Since the 1968 survey, the ways and means of determining the salaries of subject matter supervisors have increased in number to where there are now five prime means used.

4. As was true in the 1968 survey, a master's degree is the highest degree held by most of the subject matter supervisors. However, since the 1968 survey, the number of subject matter supervisors having hours beyond the master's degree, as well as the number of people holding specialist degrees and doctorates, has risen significantly.

5. As was true in the 1968 survey, subject matter supervisors still exhibit two prime means of preparation: one, in an academic discipline; two, in an educational program designed to develop a specialist in one academic area. Concentration or proficiency in an academic discipline appears strong in a large majority of these individuals' backgrounds.

6. As was true in the 1968 survey, few subject matter supervisors hold a Supervisor Certificate but rather are working under a subject matter specialization provision. Also, a number of these supervisors still hold more than one license. Since the 1968 survey a larger number of subject matter supervisors hold some type of administration license.

7. Since the 1968 survey, the percentage of subject matter supervisors who believe they have adequate academic "training" for their current position has increased to over four-fifths. As was true in the 1968 survey, this feeling of adequacy on the part of these individuals was still due primarily to their academic and/or professional preparation, not to preparation in supervisory-administrative functions.

8. Since the 1968 survey, on the average, subject matter supervisors are spending even more time (from 13.5 percent to 18.9 percent) on tasks not related to their current position. Further, all but one subject matter supervisor in this survey indicated that the amount of time spent in this manner is remaining about the same or increasing.

9. There were no changes in the rank order of the options by which subject matter supervisors become more effective between 1968 and 1980. Experience on the job is still placed first by almost one-half of these individuals; taking university courses is still judged to be of least value by almost three-fifths of them.

10. Although a smaller percentage of subject matter supervisors in the 1980 survey have seen a change in the kinds of duties they perform, two-thirds of these people still report changes. As was true in the 1968 survey, there is still inconsistency in the direction of change. However, there does appear to be more agreement in the 1980 survey on the direction of change toward four themes: (1) great increase in the number of different activities involved in the job, (2) development of more in-service work--particularly learning to work with larger groups, (3) more time being devoted to improving curriculum, coordinating activities, and personnel problems, (4) becoming better informed about current projects and materials.

11. Since the 1968 survey, the percentage of subject matter supervisors indicating that they had clearly defined job descriptions has increased significantly.

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